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**EXPENSES**

**OF**

**THE TOWN OF WILMINGTON**

**FROM**

**March 2, 1829 to March 1, 1830.**

# EXPENSES OF WILMINGTON

FOR

1829-30.

## POOR-HOUSE.

|   |        |
|---|--------|
| The Salary to Dea. B. Foster and Wife, from March 2, 1829<br>to April 14, 1829, at \$187 78 per annum . . . . . | 22 12  |
| Their Salary from April 14, to March 2, 1830, at \$220 pr.an. . . . .   | 194 09 |
| Dea. Foster, for use of Horse, Horse-wagon, Oxen, Plough<br>and Boy on the Farm . . . . .                       | 15 51  |
| Bakers' Bread . . . . .   | 3 42   |
| Grain . . . . .   | 28 28  |
| 19 Gallons of Rum and Gin . . . . .   | 6 76   |
| 27 pounds of Sugar . . . . .  | 3 10   |
| 12½ pounds Tea . . . . .  | 7 43   |
| 22½ gallons of Molasses . . . . .   | 7 83   |
| Farming Utensils . . . . .  | 25 04  |
| Lamp Oil 4¼ gallons . . . . .   | 3 79   |
| Cheese . . . . .  | 4 48   |
| Poultry . . . . .   | 4 75   |
| Fresh Meats of the Butchers . . . . .   | 19 40  |
| Dea. Foster's Expenses when abroad on business . . . . .  | 2 43   |
| Labour hired on the Farm . . . . .  | 18 67  |
| Fish . . . . .  | 3 15   |
| Household Furniture . . . . .   | 7 53   |
| Spices, Paper, Quills, Snuff, Tobacco, Saleratis, &c. . . . .   | 4 09   |
| Salt . . . . .  | 4 96   |
| Grass and Garden Seeds . . . . .  | 1 84   |
| Vinegar . . . . .   | 50     |
| Clothing and Bedding . . . . .  | 52 54  |
| Shoemaker's and Blacksmith's Bills . . . . .  | 1 45   |
| Flour . . . . .   | 4 87   |



|  |       |
|--|-------|
| Cedar Posts, Materials and Labour in repairing Buildings | 69 07 |
| Use of S. Jaques's Bull . . . . .                        | 2 00  |
| Doctor's Bill and Medicine . . . . .                     | 8 75  |
| Incidental charges . . . . .                             | 10 00 |
| Funeral charges paid to Mr. Cadw'r. Morrill . . . . .    | 7 50  |
| Pasturing a Cow in the Country . . . . .                 | 3 00  |

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548 35

|   |                |
|---|----------------|
| From this amount we deduct the amount received by Dea. B. Foster, Superintendent of the Poor-House, for the Produce of the Farm by him sold, and for Labour of the Paupers, Oxen, &c. } | 117 73         |
|   | <hr/> \$430 62 |

### PAUPERS NOT IN THE POOR-HOUSE.

|   |                |
|---|----------------|
| Cash paid for Wood delivered to Amos Taylor in Boston                                       | 13 08          |
| “ Silvester Gowing for attending C. Burt's Funeral  | 1 25           |
| “ Town of Townsend, for the support of E. Flagg   | 10 03          |
| “ Town of Middleton for E. Howe and Wife  | 25 00          |
| “ Ens. W. Blanchard, for Clothing for M. Boardman   | 1 56           |
| “ Cadw'r. Morrill for the support of Dinah  | 23 25          |
| “ Wm. Blanchard, jun. for Wood to Jonathan Taylor and Joseph Dean . . . . .                 | 9 56           |
| “ Ens. Walter Blanchard, for necessities delivered to J. Taylor . . . . .                   | 4 61           |
| “ Town of Charlestown, for support of Sarah Johnson   | 11 50          |
| “ Isaac Morrill, for Meal delivered Jonathan Taylor   | 90             |
| “ Joseph Burnap, for provisions delivered Jos. Dean   | 3 00           |
| “ Ens. Walter Blanchard, necessities d'l'd J. Taylor  | 41             |
| “ Do. Clothing for Jos. Dean's family   | 12 84          |
| “ Town of Woburn, for support of Do.  | 26 15          |
| “ Sam'l Pierce, for necessities delivered R. Carter   | 6 98           |
| “ City of Boston, burial expenses of L. Tweed   | 7 00           |
| “ Do. for support of Joel Tweed's children  | 9 00           |
| “ Doct. Silas Brown, for Medicine and Attendance on Paupers out of the Poor-House . . . . . | 17 24          |
| “ Doct. Augustus Plympton, for Medicine and Attendance on Rufus Carter . . . . .            | 5 00           |
|   | <hr/> \$188 36 |

**BRIDGES.**

|  |         |
|--|---------|
| Cash paid Jesse Hopkins, for building a Stone Bridge | 40 00   |
| “ Daniel Gowing, for Timber to repair a Bridge       | 6 54    |
| “ Benjamin Buck, for Plank to repair a Bridge        | 30      |
|  | <hr/>   |
|  | \$46 84 |

**SCHOOLS.**

|   |          |
|---|----------|
| Paid to Dea. Levi Parker, for the Summer School | 24 00    |
| “ Mr. Thomas E. Upton, Do.                      | 28 00    |
| “ Mr. Timothy Carter, jun. Do.                  | 24 00    |
| “ Dea. Benjamin Foster, Do.                     | 24 00    |
| “ Dea. Levi Parker, for Winter School           | 50 00    |
| “ Mr. Thomas E. Upton, Do.                      | 50 00    |
| “ Mr. Timothy Carter, jun. Do.                  | 50 00    |
| “ Dea. Benjamin Foster Do.                      | 50 00    |
| “ Mr. Abiel Carter for Wood . . . .             | 15 52    |
| “ Mr. Eldad Carter for Wood . . . .             | 7 40     |
| “ Mr. Thomas E. Upton, for Wood . . . .         | 7 40     |
|   | <hr/>    |
|   | \$330 32 |

**INCIDENTAL EXPENSES.**

|   |         |
|---|---------|
| Paid to Eldad Carter, for Wood for the Meeting-house                                  | 5 70    |
| “ Ens. Walter Blanchard, for Powder . . . .   | 3 77    |
| “ William Blanchard 3d, for making Cartridges . .                                     | 2 00    |
| “ Town of Billerica, for Stone monuments . . . .                                      | 6 46    |
| “ James Jaques, Esq. for Guide-Boards . . . .   | 2 28    |
| “ Edward Beard, for work on School-house . . . .                                      | 1 08    |
| “ Do. for taking care of the Meeting-house  | 12 00   |
| “ Dea. Levi Parker, for Materials and Labour in re-<br>pairing School-house . . . . . | 3 33    |
| “ Cadwallader Morrill, for setting up Guide Posts .                                   | 50      |
| “ James Jaques, Esq. for Glass for School-house .                                     | 60      |
|   | <hr/>   |
|   | \$37 72 |

**TOWN OFFICERS.**

|  |          |
|--|----------|
| Paid to William Blanchard, jun. for his services as Selectman, Assessor, Overseer of the Poor, and his journeys and expenses inclusive . . . . . | 23 00    |
| “ “ his services as Town-clerk . . . . .   | 6 00     |
| “ “ Stationary . . . . .   | 1 00     |
| “ “ Postage of Letters . . . . .   | 1 00     |
| “ “ Boarding the Assessors . . . . .   | 5 00     |
| “ “ Settling Treasurer's Book in April and Feb. . . . .  | 2 00     |
| “ “ Attendance on County Commissioners . . . . .   | 1 00     |
| “ Doct. Silas Brown, for his services as Selectman, Overseer of the Poor, and Assessor, his several journeys and expenses inclusive . . . . .    | 15 00    |
| “ Joseph Burnap, for his services as Selectman, Overseer of the Poor, and Assessor, his several journeys and expenses inclusive . . . . .        | 30 00    |
| “ James Jaques, Esq. for his services as Treasurer . . . . .   | 15 00    |
| “ Do. for settling Treasurer's Books . . . . .   | 1 00     |
| “ Dea. Levi Parker, School-committee-man, for two journeys to obtain Instructors . . . . .   | 1 50     |
| “ John Gowing, for his services as Constable . . . . .   | 3 50     |
|  | <hr/>    |
|  | \$105 00 |

**AMOUNT PAID BY TREASURER.**

|  |          |
|--|----------|
| To Mrs. Susan Eames, Interest on her Note . . . . .      | 106 08   |
| Mrs. Lydia Carter, do. do. . . . .                       | 193 38   |
| Interest paid to sundry persons on Town Orders . . . . . | 21 44    |
| Do. Collector on Town Orders (estimated at) . . . . .    | 5 00     |
|  | <hr/>    |
|  | \$325 90 |

**Recapitulation.**

|                                    |        |
|------------------------------------|--------|
| Poor-House . . . . .               | 430 62 |
| Paupers not in the House . . . . . | 188 36 |
| Bridges . . . . .                  | 46 84  |
| Schools . . . . .                  | 330 32 |
| Incidental Expenses . . . . .      | 37 72  |
| Town Officers . . . . .            | 105 00 |
| Amount paid by Treasurer . . . . . | 325 90 |
|                                    | <hr/>  |

Total amount of Expenses for the year \$1464 76

¶ It will be recollected that the expense for the support of the Ministry is not included in this account,—as that is paid by that part of the inhabitants of the Town, who remain members of our religious society.

## Old Debts settled this Year.

|  |          |
|--|----------|
| James Jaques, Esq. for sundries for Poor-house in 1828   | 27 15    |
| Henry Carter, for yoke of Oxen, in 1828  | 69 00    |
| Edward Beard, for services, 1828   | 22 53    |
| Silvester Gowing, for Clothing for Mary Boardman, 1827   | 1 75     |
| Town of Townsend, for support of E. Flagg's family, 1828   | 67 89    |
| Henry Carter, collecting Taxes for the year 1827   | 47 83    |
| Do. serving as Treasurer, for 1827 & 1828  | 30 00    |
| Dea. Benj. Foster, for use of Farming Utensils, Household Furniture, Oxen, &c. at the Poor-house, in 1828    | 65 79    |
| Dea. Benj. Foster, for services as Superintendent of the Poor House from April 14, 1828 to March 2, 1829     | 165 66   |
| Doct. Jabez Brown, for Visits and Medicine at the Poor House, in 1828  | 5 00     |
| James Jaques, Esq. for Cash paid on Execution, Reading vs. Wilmington, for support of Timothy Harnden        | 13 16    |
| Dea. Benj. Foster, for Fresh Meat for Poor-house, in 1828  | 11 13    |
| Samuel Jaques, Esq. for use of his Bull, in 1828   | 1 50     |
| William Blanchard, jun. for Cash paid to the Overseers in Boston, for Wood delivered to Amos Taylor, in 1828 | 5 50     |
| James Morrill, jun. for support of Dinah, in 1828  | 20 50    |
|  | <hr/>    |
|  | \$554 39 |

## Taxes abated this Year.

|  |         |
|--|---------|
| Rev. Peter Sanbourn, part of his Minister Tax for 1827 | 4 12    |
| Do. Do. 1828   | 3 96    |
| Henry Carter, for sundry persons in his List for 1827  | 22 30   |
| Edmund Damon, for part of his Taxes, for 1828          | 1 05    |
|  | <hr/>   |
|  | \$31 43 |

WILLIAM BLANCHARD, JUN. }  
 SILAS BROWN } *Selectmen.*  
 JOSEPH BURNAP }

WILMINGTON, MARCH 1, 1830.



## Debts due from the Town

MARCH 1, 1830.

|  |           |
|--|-----------|
| To Mrs. Lydia Carter, as per Note . . . .                  | 3100 00   |
| One year's Interest on the same . . . .                    | 186 00    |
| To Mrs. Susan Eames, as per Note . . . .                   | 1700 00   |
| One year's Interest on the same . . . .                    | 102 00    |
| Town Orders out on Interest (estimated at) . . . .         | 700 00    |
| Town Orders out and not on Interest (estimated at) . . . . | 150 00    |
| Balance due Rev. Freegrace Reynolds, April 29, 1830        | 175 49    |
|  | <hr/>     |
|  | \$6113 49 |

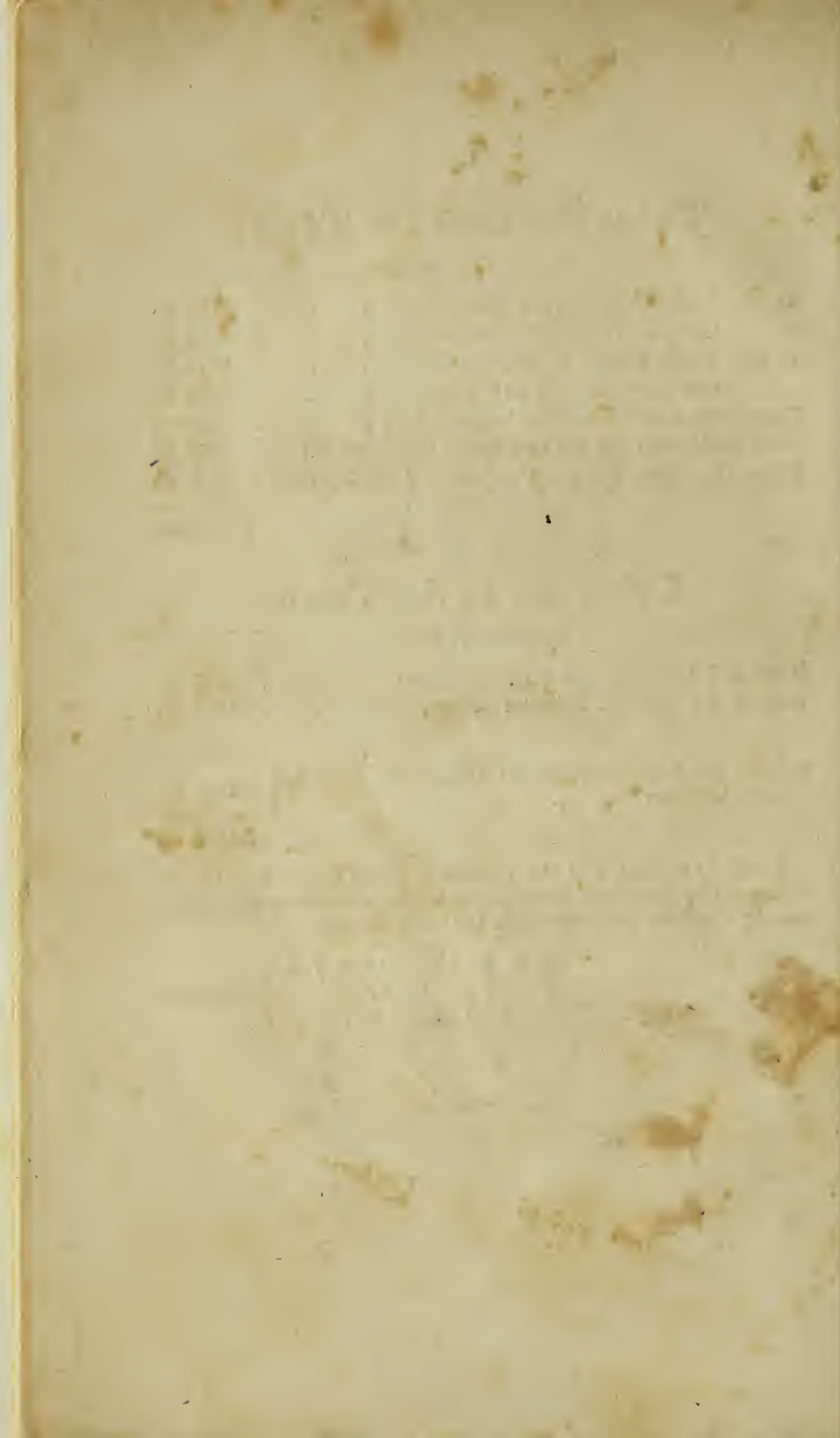
## Debts due to the Town

MARCH 1, 1830.

|  |                      |
|--|----------------------|
| Notes and Accounts, due to the Treasurer . . . .                               | 343 58               |
| Amount due from the Collector . . . . .  | 1625 74              |
|  | <hr/>                |
| Balance due from the Town, or Amount the Town is }<br>now indebted . . . . . } | \$1969 32<br>4144 17 |
|  | <hr/>                |
|  | \$6113 49            |

It will be noticed, that the amount of Town Orders now out, as stated in this Account is *estimated*, as we have no source of information by which we could ascertain the exact amount.

WM. BLANCHARD, JUN. }  
SILAS BROWN, } *Selectmen.*  
JOSEPH BURNAP, }



REPORT

OF THE

SUPERINTENDING

School Committee

OF THE

TOWN OF WILMINGTON,

FOR THE

YEAR ENDING MARCH 7, 1853.



LOWELL:

S. J. VARNEY, (27 CENTRAL STREET,) PRINTER.

1853.

THE

LIBRARY

OF THE

UNIVERSITY

OF

THE

STATE



The Superintending School Committee of this Town, for the year ending March 7, 1853, most respectfully submit to their fellow-citizens, as required by the laws of this Commonwealth, their Annual

## REPORT.

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In the first place, it is proper to state, that the Committee, chosen at your last annual meeting, having disqualified themselves by removal and resignation, to perform the functions of that office,—in their stead, and in the place of better men—the Fathers of the Town, by virtue of authority vested in them, saw fit to appoint the undersigned ;—and consequently, the now acting Committee are dependent upon the former Committee for a report of three of the Summer Schools—viz : the East, West and North.

Again, we would state, that in all the Schools in Town, all the branches required, specifically, by law, to be taught, either in Summer or Winter Schools, have been attended to. So if any particular branches are named in this Report as having been pursued in any School, such branches may be considered as *extra* studies.

### CENTRE DISTRICT.

*Summer Term* of 14 weeks,—MISS ROXANNA N. CARTER, of Wilmington. Whole number scholars 28 ; average attendance 22.

In point of literary attainments, Miss C. is well qualified as a Teacher,—and in our opinions, is fully competent to teach a first-rate School.

In point of order, this School was not at all deficient,—and in a large majority of cases, good improvement was apparent.

History and Physiology was attended to by a part of the School.

*Winter Term* of 12 weeks,—Teacher, MR. THOMAS EMERSON, of Winchester. Whole number of different scholars 27; average number 17.

In this School, Algebra, Physiology, History and Latin were successfully attended to. There were several compositions read at the close, which were *very* excellent, and which would have done honor to individuals of maturer age. There were also quite a number of declamations—some of which, it would have puzzled old elocutionists to have improved.

Though this was Mr. Emerson's first School, yet in point of order, thorough and rapid improvement, it was *second* to none in Town; and it would, perhaps, by a majority of judges, be pronounced a model School. In all the branches pursued, there was an unusual readiness through the entire examination, highly gratifying to your Committee and pleasing to the spectators. It is highly desirable that the services of such a Teacher should be still secured, if morally possible.

Owing to sickness which has prevailed in this District the present winter, the average attendance is much smaller than it otherwise would have been.

#### EAST DISTRICT.

The *Summer Term* of 14 weeks,—MISS SARAH M. WESTON, of Reading, Teacher. Miss W. was well educated—possessed a mild and amiable disposition—gained the affections of her pupils—and a *portion* of them made *some* progress in their studies. The School was not, however, *distinguished* for rapid improvement. This was Miss W.'s first attempt at teaching, and it is probable, with more experience, she would succeed better in discipline and become a more efficient Teacher.

The whole number of scholars 24; average attendance 19.

*Winter Term* of 8 weeks,—Teacher, MR. ANDREW J. MARSHALL, of Derry, N. H. Mr. M. is a gentleman of fine literary qualifications,—possessing both aptness and willingness to teach. Good and sufficient attention was given by the Teacher to all the direct duties and labors required by the School;—and your Committee are of opinion that there was no lack of fidelity in any sol-

itary branch of instruction;—yet he failed, to no inconsiderable extent, to secure that mutual good feeling between Teacher and Scholars, so absolutely essential to the greatest success of a School. The true *cause* of this failure may not lie wholly within himself. At the close of this School, there were but seventeen scholars present—but they were a living monument in witness of their Teacher's fidelity; securing at the same time the highest credit and honor to themselves, by their rapid advancement, and unusually correct and thorough knowledge of their several studies. Algebra, Astronomy, Physiology and Composition were attended to by part of the School. Whole number scholars 37; average attendance 30.

### NORTH DISTRICT.

The *Summer Term* of 12 weeks,—Miss Z. L. THOMAS, Teacher. Whole number of scholars 55; average attendance 41.

Miss T. had good literary attainments—had had some experience in teaching, and was *apparently* well qualified for a Teacher. Yet she failed to give that satisfaction to the District which the Committee would have desired.

The principal faults of the School consisted in too much neglect of the elementary branches of education, and in a lack in the maintenance of good discipline. There was much defect in the promptness and regularity of attendance in this School.

Your Committee were of opinion at the close of the School, that those pupils who had attended regularly during the term, had made tolerable improvement in their studies.

*Winter Term* of 9 weeks,—MR. I. J. BANISTER, Teacher.—Number of different scholars 49; average number 37.

Algebra and History were attended to in this School. In this School the best of order was secured without severity, and the School made *very* honorable progress in almost every branch pursued. Mr. B. is a very independent sort of a man, and generally does business in his own way. At the closing examination we thought this School did not appear anything *above* its *reality*. As a Teacher, we consider Mr. B. far above mediocrity. We hope his valuable services may be still longer secured.

## WEST DISTRICT.

*Summer Term* of 14 weeks,—Miss ELIZABETH GOLDSMITH, of Andover. Number of different scholars 17 ; average number 14.

Miss G. combined the qualities of mildness and faithfulness to her charge, and thus secured the kind feelings and the attention of her pupils. Changes have occurred in this District which cause the School to be unusually small. It was, however, characterized by good order, promptness and regularity of attendance ; and at its close, the scholars gave evidence of a good degree of improvement. Two scholars were neither *absent* nor *tardy* during the School.

*Winter Term* of 10 weeks,—Teacher, MR. FRANCIS LYFORD, of Lowell. Number of scholars 23 ; average number 18.

Mr. L. has had considerable experience and unexceptionably good success, as a Teacher. In his School the very best *order* was secured by mild and gentle means, while a successful, manly effort was made to enlist the attention of his scholars in their several studies, and which corrected, to a great extent, a long-standing evil of this District, viz :—great irregularity in attendance. In this School, two scholars were found who had neither been *absent* nor *tardy* during the term, and one other absent but once. The services of so good a Teacher as Mr. L. should again be secured. History and Physiology were successfully taught in this School, together with map exercises which added much to the interest of the School.

## SOUTH DISTRICT.

*Summer Term* of 16 weeks,—Teacher, Miss DIANTHA B. WESTON, of North Reading.

As a Teacher she certainly excelled. Combining decision of character, and an active energy, with a mild and cheerful manner, she restrained and governed her school with "*love and good will* ;" gained the affections of the scholars, and the confidence of their parents.

The School was distinguished for promptness and regularity of attendance, as well as for good order.

The fidelity of the Teacher was well evinced by the marked



improvement seen at the closing exhibition. Such Teachers will *need* no monuments, though they may merit them. Whole number of scholars 22; average number 17.

*Winter Term* of 10 weeks,—Teacher, J. M. DURGIN, of Wilmington, Chairman of your School Committee. Whole number different scholars 37; average number 30.

Natural Philosophy and Declamation were attended to by a portion of the School. Exercises on Outline Maps and Chart were attended to by all the School. In this School there was greater punctuality and regularity in attendance than in any other School in town. To the praise of this School, it may be said, there was not the first appearance of a disposition to misrule or insubordination,—and still further to their praise, it may be said, they were much inclined to study; so if there was any general deficiency it must be on the part of their Teacher, who, nevertheless, I hope, tried to discharge his duty. In Penmanship, we think, this School first in town.

|  |   |   |   |   |   |   |     |
|--|---|---|---|---|---|---|-----|
| From the Registers returned to us from the different Schools in the town, we find the Schools to have been attended, during the year, by different scholars, | - | - | - | - | - | - | 221 |
| Of this number there were males,   | - | - | - | - | - | - | 131 |
| Of this number there were females,   | - | - | - | - | - | - | 90  |
| Average Attendance,  | - | - | - | - | - | - | 184 |
| Number over 15 years of age,   | - | - | - | - | - | - | 41  |
| Number under 5 years of age,   | - | - | - | - | - | - | 21  |
| Number between 5 and 15 years of age,  | - | - | - | - | - | - | 159 |

|   |   |   |   |   |   |   |          |
|---|---|---|---|---|---|---|----------|
| The amount of money raised by taxes for the support of Schools, |   |   |   |   |   |   |          |
| the past year, was,   | - | - | - | - | - | - | \$625 00 |
| Share of School Fund,   | - | - | - | - | - | - | 26 00    |
| For High School, attended by 45 scholars,                       | - | - | - | - | - | - | 90 00    |
| Small private School, attended by 16 scholars,                  | - | - | - | - | - | - | 12 00    |

In relation to the amount raised for the support of Schools, your Committee are of opinion that the amount should be *increased* rather than *diminished*,—for, according to the valuation of 1850, there are 224 towns in the State which raise more in proportion to said valuation than Wilmington does, while there are 96 towns that raise a fraction less.

There are 50 towns in the County of Middlesex, and Wilmington stands thirty-seventh on the scale, leaving but 13 below her,—so old Wilmington might not be considered, exactly, as whimsical or prodigal, if she should add 75 or 100 dollars to her next assessment for the support of Schools.

## SCHOOL HOUSES.

All the School-houses in the town are in excellent condition, excepting the Centre, and that presents a very fine *exterior*,—but within, its appearance is rather uninviting. Two good coats of paint well laid on, and a little more whitewash would greatly improve it. An expense so trifling might be easily met without an assessment.

In order to have a good School, the united co-operation of Superintending and Prudential Committees, Teachers, Parents and Scholars is absolutely necessary. We have divided what we consider some of the different duties of each into so many heads of remarks.

1. *Superintending Committees* should be men qualified by education and by practical experience as teachers of youth, and their knowledge of human nature to fill so important an office. They should well understand their duties and execute them faithfully, rigidly and exactly, never permitting their sympathies, or their prejudices to interfere in the faithful discharge of such duties. If a Teacher, after having received a certificate, proves unfit to manage his School, they should not hesitate to remove him promptly, according to the provision of the law. If a scholar persists in disobeying the regulations of the School, they should fearlessly expel him upon proof of his habitual disobedience, when properly requested so to do. It is better that one should lose the benefit of a School than that he should be the cause of such loss to a large number of others who are well disposed.

2. *Prudential Committees*.—This office is an important one.—No man should ever be elected to it who does not take an active interest in the prosperity of the School in his District, or who considers the performance of his duties a burdensome task. The

practice of "taking turns," as it is termed, may safely be abandoned in this instance. As "rotation in office" in filling all other offices never "rotates" every member of a body politic into office, we cannot conceive why it should in this as it appears to do, in many instances. But when a man accepts the office, if he does not already know his duties, he should immediately inform himself in relation to them. This he can easily do, as a compilation of all the laws of the State, in relation to school matters, is in the possession of every District. If this matter should be attended to a little more, no Teacher will be allowed to commence a School and keep it nearly through the term without a certificate of his qualifications according to law, while the Superintending Committee are not aware that such a person is in existence; nor would a School be commenced or closed without the knowledge of said Committee.

A Prudential Committee in the election of Teachers should make himself well acquainted with the character and acquirements of the person he employs; nor should he ever select one solely on account of relationship, or personal favoritism. He should not uselessly squander the District money by paying extravagant prices to ordinary Teachers, and should avoid the other extreme, a parsimonious economy, by hiring a poor one, because he can hire him "cheap;" for every thing is dear at any price which does not answer the purpose for which it is intended.

3. *Parents* should not indulge the idea that when they have erected a good School-house, provided a Teacher, well supplied their children with suitable books, comfortable clothing, and see them punctually at School, that their responsibilities are ended.—They should cultivate an acquaintance and a good understanding with the Teacher. If children see their parents treat any person with coldness, neglect or disrespect, they are very sure to do the same. This is especially true in regard to Teachers.

On the other hand, those whom their parents treat with respect, kindness, and true warm-heartedness, will be so regarded by children. This is emphatically true in regard to their Teachers. In their enquiries of their children concerning their School, parents should be very guarded in the *manner* they make those inquiries. The child will readily discover by the manner a question is put to him by his parent, whether a *favorable* or *unfavorable* answer is

desired in regard to his Teacher, and will answer accordingly.—In order that a School should prosper, no small part of the work must be done at home. Parents who think their children have made but little progress at School should bear this in mind. We are almost constrained to say that half of the government, if not the instruction of the School, must be done at home. That if nothing is done at home to support the Teacher, his labor is doubled. The parent must exhibit an interest in his child's pursuits, and let him see that interest. Children are too often sent to School "to get them out of the way." There can be no good School in a community where this is a prevalent motive. The heart of the parent should go with the child to the school-room. He is not a plague to be got rid of so many hours in a day.

The child is a part of his parents. What he learns, they learn, and thus continue their own existence. Yet they should not let parental fondness blind them. They should not listen to every tale of childish grievance against the Teacher. The presumption is, that in nine cases in ten, the grievance is imaginary; the presumption is always so, the fact generally so.

For many of the delinquencies of scholars, the parents are in fault. Let the scholar see that his parents regard his constant attendance in School, and his mental and moral improvement therein, to be of the greatest importance, and he will soon regard it so himself. If the scholar sees his father or mother manifest an indifference in the matter, he will soon manifest the same indifference.

No parent should ever let it be optional with the *child* whether he shall attend School or not! The parent or guardian, in this respect, should have absolute control, and should *exercise* this control! No parent, for a single hour, (and I had almost said no *parent* will,) should suffer a child to forsake his School because he has merited and received chastisement,—and if he has left, correct him with the *rod*, or *counsel*, or both, and return him to the School! The parent that does not do this, teaches the child *lessons of misrule and insubordination*, which in a large majority of cases, prove the ruin of child, and too often brings down the *hoary head* with sorrow to the grave.

Look at some of our closing examinations!—where there should



be *thirty-five*, we see *nineteen* scholars! and where there should be *twenty-five*, we see *fifteen* scholars! Why is this? this crawling out, this *mean* withdrawal on the last day of the School? Is it because there is no *parental* power behind the throne? Or is it not because that power connives at misrule! Oh, tell it not in the "East," nor let the sound reach the "Centre!" May there be a *speedy and thorough reform*.

To *Parents*, then, we would say, throw aside every personal prejudice, local feeling and private bickering in all other matters so far as your Schools are concerned, if you cannot avoid them elsewhere. The improvement of your Schools should be a platform wide enough, long enough, and strong enough for you all to stand upon and unitedly exert all your energies.

*Scholars*.—To such as can understand us of this class, we would say, be kind, be docile, be obedient, be studious and persevering. Reflect that all the season of youth, all your schooling, studies and attainments, are but the preparation for the arduous examinations, the conspicuous exhibitions,—the strenuous contests of life. As you pass your time and improve your opportunities in school, so will your success be, in great probability, in a majority of cases, in after life. Says an eminent writer, "If the spring put forth no blossoms, summer will display but little beauty, and autumn afford no fruit; so if youth be wasted without improvement, manhood will be contemptible, and old age miserable." If the golden hours of youth are thrown away, you throw away the best hope of usefulness and prosperity in this world, and perhaps the best human promise of happiness hereafter.

## REASONS FOR PRINTING THE REPORT.

Nothing that the union of thought and action can accomplish in promoting the interests of Common School Education should be omitted. No great plans, national or individual, public or private,—whether of morals, education, commerce, manufactures or agriculture, have ever been drawn without thought, without deep and unobscured thought, nor carried into execution without action.

Whatever importance may attach itself to other great enter-

prises, the importance of our Common School is paramount. It is so in fact, and should be made so to appear.

But it may be enquired, and with propriety, too, what can be done to increase the present, and to create a new interest in our Public Schools? To secure this great and much desired end, three things, at least, are necessary.

First,—that parents and tax-payers, the suppliers and supporters of our Schools, should be fully awake to this subject. Second,—that teachers imitate them in this respect by showing an *active* interest in the faithful discharge of the duties of their high calling. Third,—that scholars have a like interest with parents and teachers.

These three things secured, a fourth, the desired end, must follow.

But still it may be enquired how shall the first three, and consequently the fourth, be most effectually secured? It may be measurably effected,—first, by adopting new means and measures second, by reviving and remodelling of the old.

It is the rule, (and *not* the exception) that *reputation* or *report* that shall go abroad in society has, I had almost said, a sovereign power in directing, impelling, or restraining the actions of men.

Why is it that many a heart, otherwise faint and faltering, on the field of battle, is made brave and dauntless, and to perform acts of astonishing valor? Why? Because he feels that he had a thousand times better die, than that the eternal scandal and reproach of cowardice should forever tarnish his reputation! Or as is the warrior's motto,—“A glorious death is better than an ignominious and ignominious life.”

If so much importance is attached to reputation,—if its power can defy even death itself and impel to the noblest deeds,—then let us feel its quickning, life-giving, energizing power applied to our Schools! Yes, let us have it! Let it fly with all its power to bless or curse!

The real character of the citizens, together with the Teachers in each District, touching the subject of education, should be fully set forth in the Report of your School Committee; and that Report should be PRINTED, and a copy of it given to each family in Town. The reports which have heretofore been made by yo

Committee, die, as it were, in embryo,—being made, as they necessarily are, amid more or less political excitement, the designed effect is measurably lost.

But just let it be understood that the Annual Report of your Committee is to be *printed* and circulated, and you as certainly beget the three-fold interest so much desired; nay, more,—for it will act as a powerful incentive for your Committee to present what, and only what, is truly valuable.

Though, true to nature, is the language of the poet,—

“Full many a gem of purest ray serene,  
The dark unfathomed caves of ocean bear;  
Full many a flower is born to blush unseen,  
And waste its sweetness on the desert air;”

Yet the same cannot always be said of School Committees; *especially* if they feel that their Report serves merely as a link in the ordinary routine of business, having, as it will have, but a momentary existence, and a commensurate influence.

But let your Committee feel that they are writing for the press,—furnishing a document for every individual in town,—a document that will be preserved for long years, and read by those now unborn,—and that their reputation, as scholars and thinkers, will in some respects be established thereby, and you at once place before them a motive, high and of true dignity; a motive that will not fail to bring forth like itself, something high, of true dignity and of sterling worth.

The same will be true of Teachers. It will inspire them with new resolutions, new determinations, new aspirations, and to better and higher qualifications.

Just announce to a Teacher on the eve of his examination that his success as a Teacher is to be given, as it were, to the world in printed form, and there will be a queer feeling about the heart, and new thoughts are found hurrying through the head, and he soon falls into a soliloquy, something like the following:—

Printed report! Printed report of *my* character and success as a Teacher! And I want to follow teaching for a number of years to come!—and I have engaged to keep school in Old Wilmington, in District No. 2,—or the Old City, as it is called,—where they

have decidedly the best School-house in the town, all things considered! Printed report! and any body can get one of them by just sending for it;—'twill tell all about my qualifications, and my order in School, my tact for teaching, and the Lord only knows what else!! Well, then, I *must* wake up! And not only wake up,—but I must *get up*, and not only get up, but I must be dressed!!—Well, wake up I *can*, and wake up I *WILL*!! And *order*, too, I *know* I can have, and *order* I *will* have!! JOHN, *attend* to that lesson!

Thus the Teacher talks to himself, in the stillness of the evening, as he passes from his examination to his new home, or boarding place. What Teacher would not put forth renewed exertions, having made such determined resolution, and too when consequences so important are to follow as the priceless value of a good reputation.

If thus much can be gained, it will richly cover the trifling expense of printing the reports. But more than this will be gained; for the parents of each district can then compare the excellencies of the others with their own, and the same will be true of their defects; for parents, at their leisure, will read the reports over and over again; and it would be a broad allegation to make against the good people of Old Wilmington, that, when defects are clearly pointed out, they will not avoid them,—or excellencies, that they will not adopt them. How clearly is this truth demonstrated in the present condition of her school-houses, compared with their former condition. It is when our errors and defects are set in order before our eyes that we hate them, and resolve to reform:

This new mode of reporting our Schools will not only have a reformatory influence upon your Committee, Teachers and Parents but it will take with the scholars, as did the fire from Samson's foxes,—they will devour the report with the greatest avidity.—This is *the* string of all others that should be made to vibrate on the great harp of education; for, let every other string give its perfect sound, if this be toneless, the melody is lost.

But give us the printed report! let its breath but strike this juvenic string, and a thousand tones a thousand times sweeter than Æolus, are instantly given. Every lawful means should be employed to deeply engage the attention of our children and youth in



the great cause of universal education; for on them will soon devolve the support and defence of our republic, and all her institutions,—and it is the intelligence, the knowledge, the virtue, that shall most effectually secure this, and safely transmit it to unborn generations.

There is another influence, *mighty indeed*, now too much unfelt in this great cause, viz:—female influence. As our reports are now made, the female portion of our town never hear them, and however important they may chance to be, their effect is wholly lost.

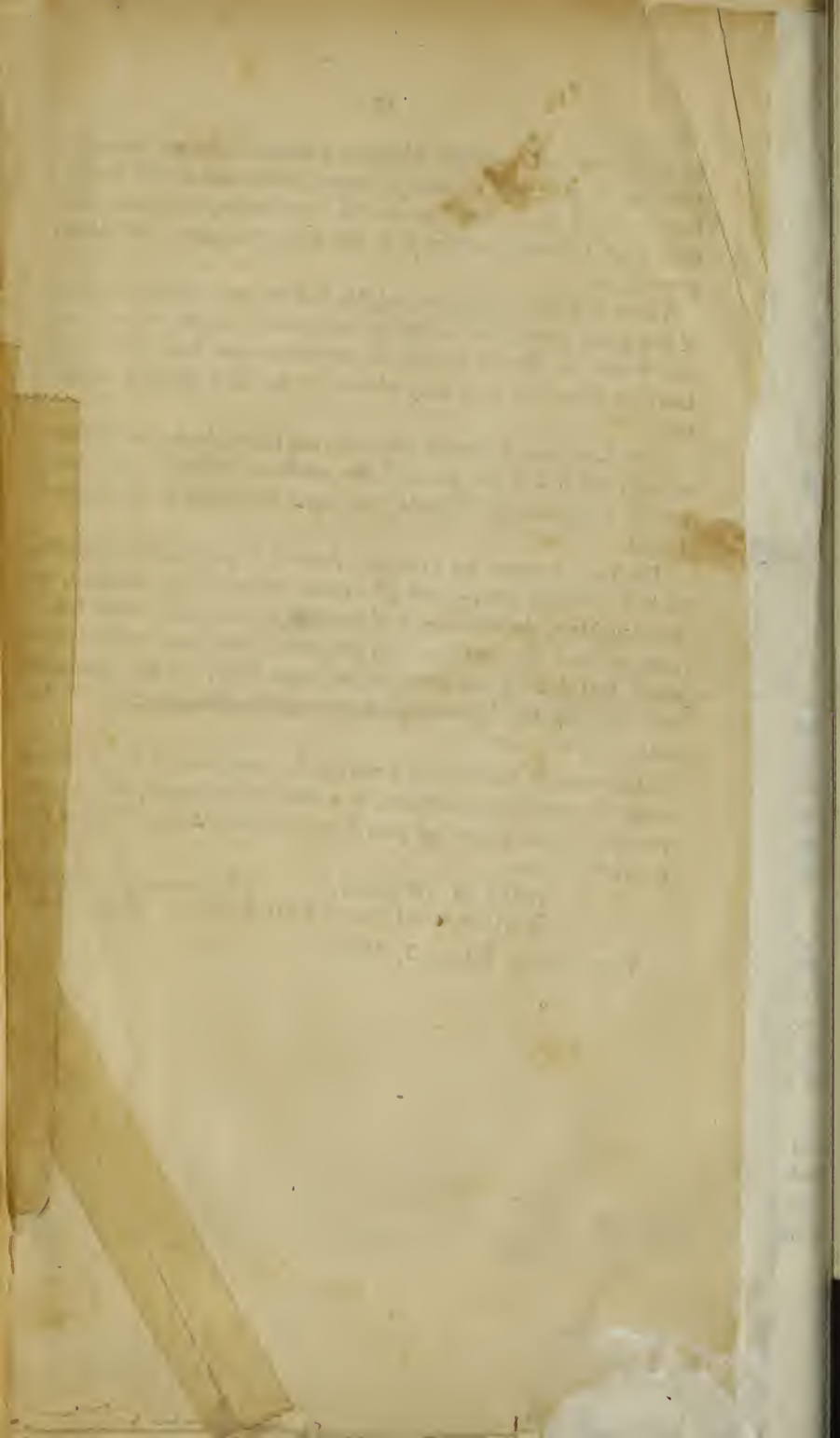
Now, here is an influence that must not be overlooked nor undervalued, and if it is not secured, the cause of education, the interests of our Common Schools can never be raised to the desired height.

For these reasons we print our Annual Report, and intend this to be a standing rule,—and give these reports to the *mothers*, to the daughters, the sisters,—and thereby secure their united influence in favor of education. By the above, we are not to be understood that female influence is not, even now, an *indispensable* auxiliary, but that by circulating our reports, that influence will be materially increased.

And now, in conclusion, knowing the readiness of this town to adopt whatever is reformatory, or a real improvement, we present you the Annual Report of your Superintending School Committee in printed form.

JOHN M. DURGIN, } *Superintending School*  
WALTER BLANCHARD, } *Com. of Wilmington.*

WILMINGTON, MARCH 7, 1853.



REPORT

OF THE

SCHOOL COMMITTEE

OF THE TOWN OF

WILMINGTON,

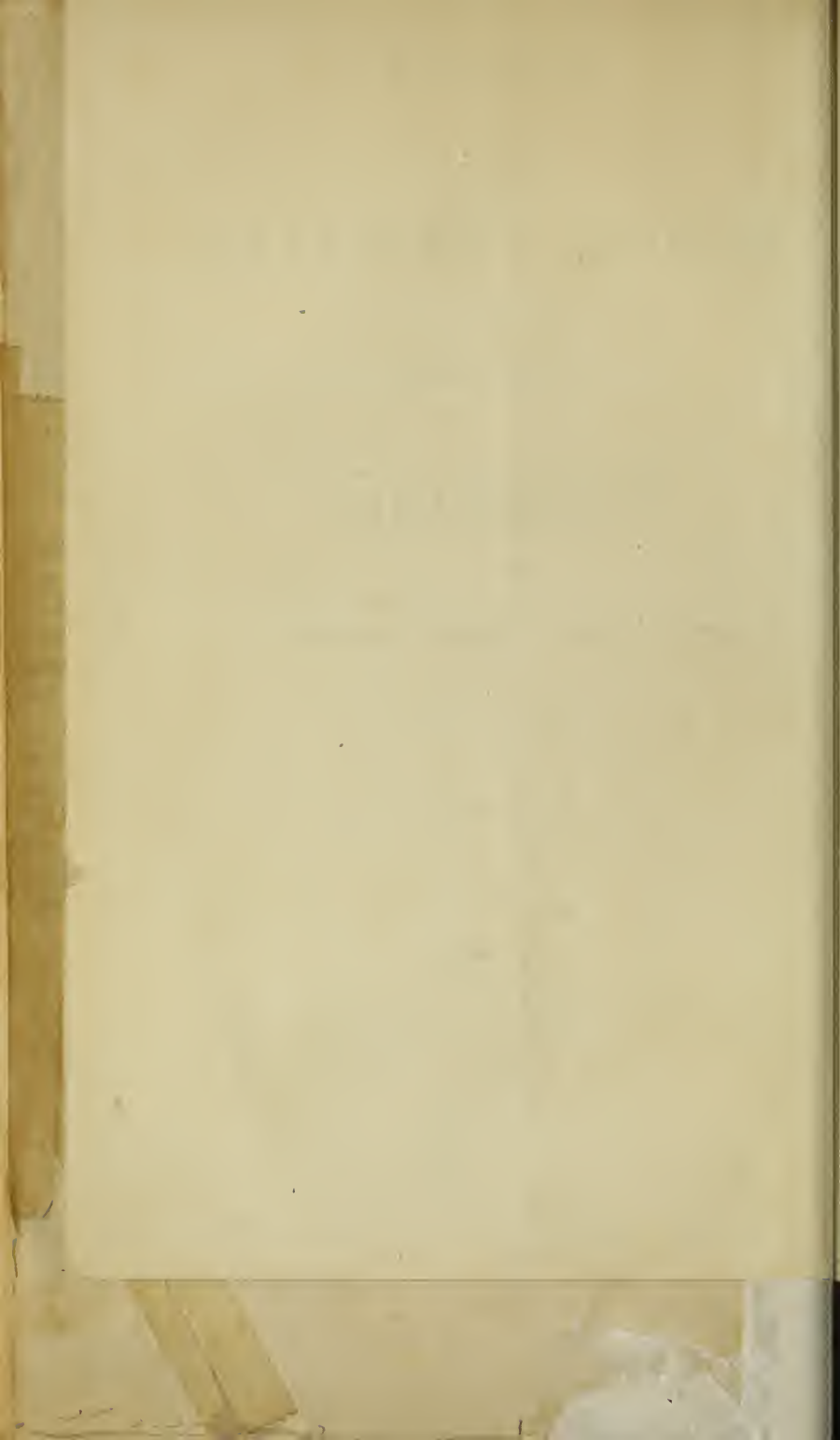
FOR THE YEAR 1855—6.



BOSTON:

PRINTED BY JOSEPH L. HALLWORTH,  
37 Washington Street.

1856.





# REPORT.

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YOUR Committee, in presenting their School Report for the past year, with pleasure state that there has been good improvement in respect to teaching and management of the District Schools; and your Committee respectfully recommend to the Town, to adopt such a line of policy as shall encourage and cause an increased improvement in the condition of the same. We consider a high standard of education as one of the greatest blessings that can be bestowed upon society. It is a bulwark of defence of the mind against depravity and crime. It exposes its deformity and sinfulness, and unhappy results attending its commission, and induces firmness of purpose to withstand its allurements. Every step of advancement in the cause of education is a step of advancement in the cause of civilization, morality and all the elements that constitute the prosperity and happiness of society. It is the standard of education, whether that standard be high or low, by which public opinion weighs, determines and gives to a town or society that rank of standing and character it sustains in the community;—the higher the state of education, the higher the rank of standing and character. Your Committee, therefore,

consider an advanced state of education as all-important in promoting and securing the welfare of the Town; and in order to secure this object, as far as practicable, your Committee recommend that the Town raise an additional sum of money for schooling, the same to be appropriated for the purpose of establishing a High School in the centre of the Town, the school to be free of charge for tuition for all scholars belonging to the Town, who shall have the requisite qualifications for admission to the same. There are more or less scholars in all the District schools who are so advanced in their ages and studies that they can receive but little further benefit from them. The object of establishing the High School is for the benefit of this class of scholars, to give them an opportunity of obtaining a much better education than many of them probably will otherwise be able to ~~do~~. The High School will also have a salutary and beneficial influence upon the District schools. It will lessen the number of scholars in those schools by withdrawing this advanced class from them, and giving the time that the teacher would appropriate for their benefit, to be appropriated to the benefit of the remaining scholars. It will also stimulate them, inducing greater exertion and assiduity on their part, in order to qualify themselves for admission to the High School.

In conclusion, your Committee will say, in their opinion, no investment can be made so much for the interest of the Town in any other way.

## REPORT OF THE DISTRICT SCHOOLS.

---

THE amount of money appropriated by the Town for the support of Public Schools the past year, was six hundred and twenty-five dollars (\$625.00.)

The number of Public Schools in the Town of Wilmington is five. They are what are termed mixed schools, that is, the Grammar and Primary departments are united together.

The average compensation paid the male teachers per month the past year was thirty dollars (\$30.00.)

The whole amount paid to male teachers for instruction the past year, was one hundred and twenty-eight dollars (\$128.00.)

The average compensation paid to female teachers per month, was seventeen dollars and sixty cents (\$17.60.)

The whole amount paid to female teachers for instruction, was four hundred eighty-three dollars and fifty cents (\$483.50.)

The whole amount expended for instruction in all the schools the past year, was six hundred eleven dollars and fifty cents (\$611.50.)

The length of all the public schools for the Summer term was twenty months and three days; for the Winter term twelve months and three days. The aggregate number of months that all the public schools have been kept, the past year, is thirty-two and one-fourth.

The average whole attendance in all the public schools, during the past year, has been one hundred and ninety-three.

The whole attendance during the Summer term was one hundred and ninety; the average attendance one hundred and thirty-four. The whole attendance during the Winter term was one hundred and ninety-seven; the average attendance was one hundred and forty-six. The average attendance for the year has been one hundred and forty.

The number of scholars under five years of age, who have attended the public schools the past year, is thirty-three.

The number over fifteen years who have attended is twenty-eight.

### CENTRE SCHOOL.

MISS C. AUGUSTA VINAL, *Teacher, Summer Term.*

MR. S. L. MILLIKEN, *Teacher, Winter Term.*

|  |           |    |
|--|-----------|----|
| Summer Term, whole attendance,         | . . . . . | 42 |
| “ “ average “                          | . . . . . | 31 |
| Winter Term, whole attendance,         | . . . . . | 45 |
| “ “ average “                          | . . . . . | 33 |
| Average whole attendance for the year, | . . . . . | 43 |
| Average attendance for the year,       | . . . . . | 32 |
| Length of School, 24 weeks.            |           |    |

This school, under the care and management of Miss Vinal, did not make as satisfactory progress as your Committee would have desired. Miss Vinal has some good qualifications as a teacher, but not all that are

necessary for a thorough teacher. She lacks government, and her system of arrangement is by no means perfect ; but your Committee will say that this is the first school she has taught, and that due allowance should be made for inexperience.

The progress of the school under the care and management of Mr. Milliken, was satisfactory. Mr. Milliken is a thorough scholar, and possesses the requisite qualifications for a good teacher ; he has great perseverance and industry.

### WEST SCHOOL.

MRS. ROXANNA N. BLANCHARD, *Teacher, Summer and Winter Terms.*

|  |           |    |
|--|-----------|----|
| Summer Term, whole attendance,         | . . . . . | 23 |
| “ “ average “                          | . . . . . | 15 |
| Winter Term, whole attendance,         | . . . . . | 29 |
| “ “ average “                          | . . . . . | 21 |
| Average whole attendance for the year, | . . . . . | 26 |
| Average attendance for the year,       | . . . . . | 18 |
| Length of School, 29 weeks.            |           |    |

This school, under the care and administration of Mrs. Blanchard, your Committee are pleased to say has made good progress ; and we may say great progress, considering that the school is composed mostly of scholars who are quite young. Mrs. Blanchard, in the opinion of your Committee, ranks as a first class teacher. Her talent for government, organization, and system of arrangement, with force and energy of character, and industry to exercise all those faculties

which are necessary to constitute a thorough teacher, fully entitles her to that rank as a teacher in which your Committee have placed her, and they respectfully and with pleasure recommend her as such, desiring that the District will continue to be benefitted by her instruction as school teacher.

### NORTH SCHOOL.

MISS REBECCA JANE BATCHELDER, *Teacher, Summer and Winter Terms.*

|  |           |    |
|--|-----------|----|
| Summer Term, whole attendance,         | . . . . . | 55 |
| “ “ average “                          | . . . . . | 44 |
| Winter Term, whole attendance,         | . . . . . | 48 |
| “ “ average “                          | . . . . . | 39 |
| Average whole attendance for the year, | . . . . . | 52 |
| Average attendance for the year,       | . . . . . | 42 |
| Length of School, 25 weeks.            |           |    |

The good management and progress of this school your Committee are pleased to say has been highly satisfactory, considering the state of the school at the commencement of the summer term. Miss Batchelder is certainly entitled to great credit for the marked improvement that has been made. She has proved herself to be a thorough teacher, possessing all the requisite qualifications for such; and it is with satisfaction that your Committee feel fully justified in placing her as a school teacher in the same rank in which they have placed Mrs. Blanchard, teacher of the West School; and your Committee recommend that her services as teacher may be secured for the present year.



## EAST SCHOOL.

MISS CHARLOTTE BUCK, *Teacher, Summer and Winter Terms.*

|  |    |
|--|----|
| Summer Term, whole attendance, . . . . .         | 30 |
| “ “ average “ . . . . .                          | 26 |
| Winter Term, whole attendance, . . . . .         | 37 |
| “ “ average “ . . . . .                          | 28 |
| Average whole attendance for the year, . . . . . | 33 |
| Average attendance for the year, . . . . .       | 27 |
| Length of School, 27½ weeks.                     |    |

This school, under the care and teaching of Miss Buck, made satisfactory improvement. Miss Buck possesses many qualifications necessary to constitute a good teacher. Her school was well organized and arranged, and no teacher could have more faithfully discharged her duty to her scholars than she has. Your Committee are of the opinion that she excels in the primary part of teaching: many of the recitations of the small scholars exhibited a proficiency and thoroughness that would have done honor to scholars of much more mature age.

## SOUTH SCHOOL.

MISS CAROLINE L. BRIGHAM, *Teacher, Summer Term.*

MR. JOHN M. DURGIN, *Teacher, Winter Term.*

|  |    |
|--|----|
| Summer Term, whole attendance, . . . . . | 40 |
| “ “ average “ . . . . .                  | 18 |
| Winter Term, whole attendance, . . . . . | 38 |
| “ “ average “ . . . . .                  | 25 |

|  |    |
|--|----|
| Average whole attendance for the year, . . . | 39 |
| Average attendance for the year, . . . . .   | 22 |
| Length of School, 23 weeks.                  |    |

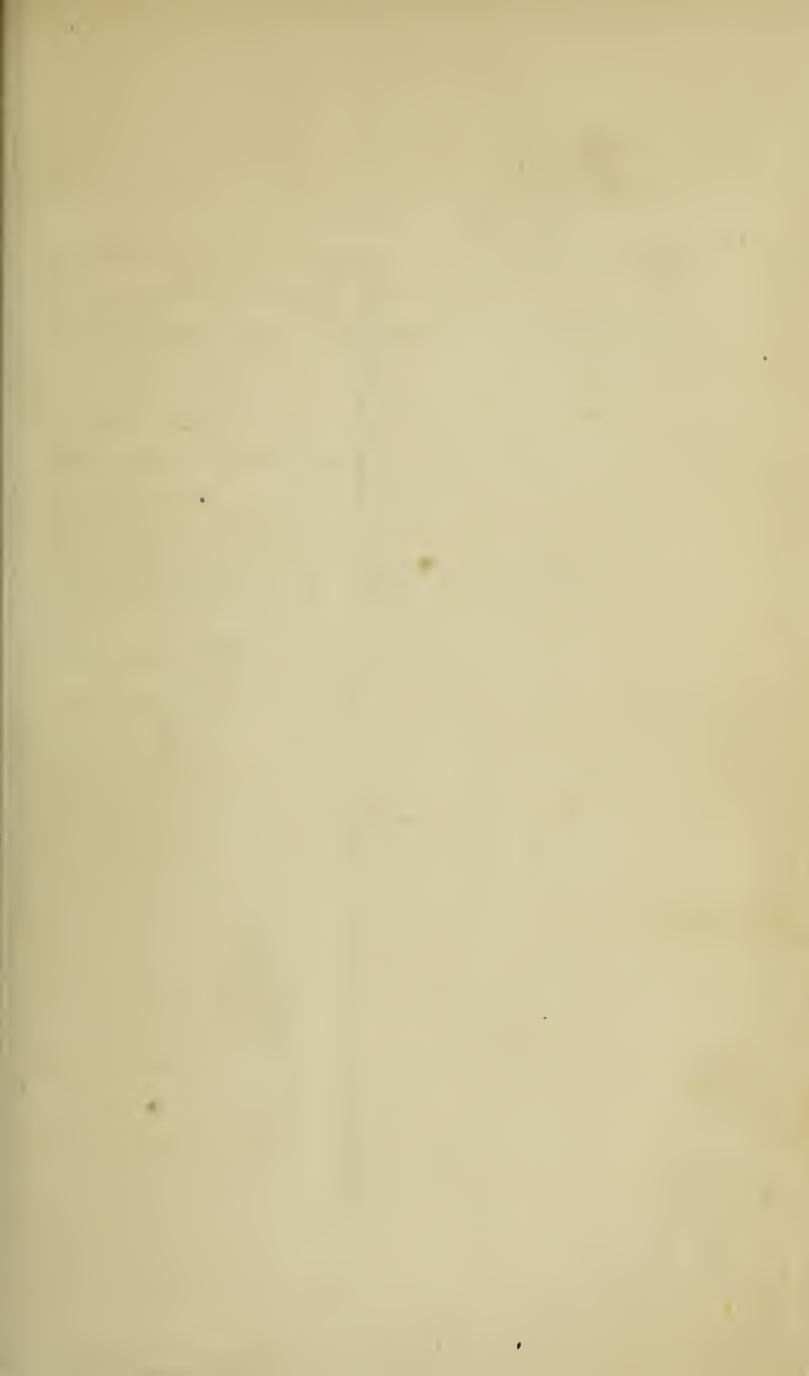
This school, under the management and teaching of Miss Brigham, made fair progress. The scholars who attended the Summer Term were mostly of the smaller class, and it was not expected that they would make as much progress as older scholars. This is the first school of Miss Brigham's teaching, and she had not had experience. She has many of the requisite qualifications for a good teacher ; with more experience, and some improvement in her government and system of arrangement, your Committee are of the opinion that she will rank as such. She has good talents and industry.

This school, under the tuition of Mr. Durgin, made good progress. Mr. Durgin has had much experience, and has always ranked as a first class teacher.

|                   |                        |
|-------------------|------------------------|
| WALTER BLANCHARD, | } School<br>Committee. |
| WM. H. CARTER,    |                        |
| JOSEPH H. BELL,   |                        |

*Wilmington, March 3, 1856.*





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R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF WILMINGTON,

FOR

THE YEAR 1857-8.



B O S T O N :

BAZIN & CHANDLER, PRINTERS, 37 CORNHILL.

1858.



# R E P O R T .

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THE Superintending School Committee beg leave to submit the following Report, concerning the condition of the Schools in this Town, during the past year:—

The amount of money appropriated by the Town for the support of Public Schools, the past year, was twelve hundred and fifty dollars (\$1250.00)—as follows:—For the District Schools, seven hundred and twenty-five dollars (\$725.00); for the High School, five hundred and twenty-five dollars (\$525.00).

Average wages per month paid the Teachers of the District Schools, nineteen dollars and seventy-five cents (\$19.75.)

Whole amount paid Teachers of the District Schools, for thirty-four and one half month's service, six hundred and seventy-eight dollars (\$678.00.)

Whole amount paid Teachers of the High School, for forty weeks' service, five hundred dollars (\$500.00.)

Average attendance in all the District Schools, during the First or Summer Term, one hundred and thirty-seven; whole attendance, one hundred and seventy-seven.

Average attendance in the District Schools, during the Second Term, one hundred and forty; whole attendance, one hundred and eighty-nine.

Average attendance in the High School, First Term, thirty; Second Term, thirty; Third Term, thirty-eight; Whole attendance, First Term, thirty-three; Second Term, thirty-five; Third Term, forty-five.

## NORTH DISTRICT.

MISS NANCY D. HARNDEN, *Teacher, both Terms.*

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| First Term, whole number of Scholars,  | . | . | . | . | 48 |
| " " average " "                        | . | . | . | . | 36 |
| Second Term, whole number of Scholars, | . | . | . | . | 55 |
| " " average " "                        | . | . | . | . | 40 |
| Length of both Terms, 6½ months.       |   |   |   |   |    |

The Committee visited this school eight times. Under the care of Miss Harnden, the school made as much progress, and was in all respects as successful as could have been expected with a teacher so young, and whose experience was consequently so limited. Miss Harnden was perfectly successful in securing the love of her pupils, and this went far toward offsetting the disadvantages which resulted from a lack of the very best order. The examinations passed off well, though evincing not that degree of thoroughness which is the very life of an examination.

Miss Harnden's intellectual qualifications were good, and we have no doubt that, with farther experience, she will take high rank as a teacher.

## EAST DISTRICT.

MISS EMMA M. BUCK, *Teacher, both Terms.*

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| First Term, whole number of Scholars,  | . | . | . | . | 22 |
| " " average " "                        | . | . | . | . | 18 |
| Second Term, whole number of Scholars, | . | . | . | . | 25 |
| " " average " "                        | . | . | . | . | 19 |
| Length of both Terms, 7¼ months.       |   |   |   |   |    |

The Committee report ten visits to this school during the year. The whole course of the school, under Miss Buck's tuition, was eminently prosperous. Miss B. must succeed wherever she goes. Her system, steady



course of discipline and thorough training, are *the essentials* of the very best reputation. The examinations of this school could not have been better. They were thorough, above board, and scholarly; alike creditable to parents, scholars and teacher.

---

## CENTRE DISTRICT.

Miss CHARLOTTE E. BLANCHARD, *Teacher, First Term.*

Miss SARAH M. BARKER, *Teacher, Second Term.*

|  |                           |                       |    |
|--|---------------------------|-----------------------|----|
| First Term,                                  | whole number of Scholars, | . . . . .             | 47 |
| "  | "                         | average " " . . . . . | 34 |
| Second Term,                                 | whole number of Scholars, | . . . . .             | 42 |
| "  | "                         | average " " . . . . . | 27 |
| Length of both Terms, $6\frac{1}{4}$ months. |                           |                       |    |

This school was visited, the first term, four times by different members of your Committee. Little need be said in regard to the character of Miss Blanchard's teaching. She is too well known, as an accurate, affectionate, but resolute instructor, to call for special commendation. The school did well under Miss B.'s instruction, and made decided progress. Probably no one could do more for the school than Miss B. did. And yet the very best qualifications and the utmost fidelity, on the part of the teacher, cannot do everything for a school. Miss B. is well adapted to a school of higher grade.

The Committee made four visits to this school during Miss Barker's connection with it. The term closed at the expiration of three months, without any public examination, owing to the illness of the teacher. There was money enough for two or three weeks additional schooling.

Miss Barker's qualifications, so far as scholarship, gentleness of manners and good intentions are concerned, were unexceptionable, and she would doubtless have

succeeded in charge of some other school. But she failed to estimate, in season, the *prime* importance of good order, especially in the case of *this* school. The consequence was, that studies were not taken hold of with interest by the scholars, but little progress was made, and much dissatisfaction was felt and expressed by the district, in regard to the school. The Committee felt much regret that the term was no more successful, but did all that seemed to them proper, under the circumstances, to have it otherwise.

---

### WEST DISTRICT.

MISS ELIZA A. BRIDGES, *Teacher, both Terms.*

|              |                           |   |   |   |   |    |
|--------------|---------------------------|---|---|---|---|----|
| First Term,  | whole number of Scholars, | . | . | . | . | 23 |
| "            | average                   | " | " | . | . | 19 |
| Second Term, | whole number of Scholars, | . | . | . | . | 23 |
| "            | average                   | " | " | . | . | 17 |

Length of School, both Terms, 7 months.

This school received, during both terms, eight visits from you Committee. Though the number of scholars in this district is small, the school was by no means lacking in enthusiasm. Miss Bridges, though teaching her first school, has made an excellent beginning. Her devotion to the school led her to adopt many exercises, such as map-drawing, &c., which contributed very much to the interest and profit of the scholars. The closing examination, especially, was well sustained and showed marked progress. Writing has not been neglected in this school.

## SOUTH DISTRICT.

Miss CAROLINE L. BRIGHAM, *Teacher, both Terms.*

|              |                           |           |    |
|--------------|---------------------------|-----------|----|
| First Term,  | whole number of Scholars, | . . . . . | 37 |
| " "          | average " "               | . . . . . | 30 |
| Second Term, | whole number of Scholars, | . . . . . | 44 |
| " "          | average " "               | . . . . . | 37 |

Length of School, both Terms,  $7\frac{1}{2}$  months.

The Committee made six visits to this school. Each visit showed the healthy condition of the school and the superior abilities of the teacher. Miss B.'s school was characterized by excellent order, a love for thorough study, and at the same time, a perfectly self-possessed and steady, course of management. The Committee were pleased to notice the especial attention given to reading; consequently the progress of the entire school, in this important branch, was particularly evident.

## HIGH SCHOOL.

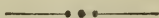
MRS. LUCY M. DUSTAN, *Teacher.*

|              |                           |           |    |
|--------------|---------------------------|-----------|----|
| Spring Term, | whole number of Scholars, | . . . . . | 33 |
| " "          | average " "               | . . . . . | 30 |
| Fall Term,   | whole number of Scholars, | . . . . . | 35 |
| " "          | average " "               | . . . . . | 30 |
| Winter Term, | whole number of Scholars, | . . . . . | 45 |
| " "          | average " "               | . . . . . | 38 |

Length of School, 40 weeks.

The Committee have made frequent visits to the High School during the year. They take pleasure in reporting a perfectly satisfactory state of things in the school, under the continued charge of its efficient and devoted teacher, Mrs. Dustan. Probably no teacher could feel a deeper interest than Mrs. D. has felt in this school, with which she has been identified from its very beginning. Add to this the peculiar and ample qualifications, which she brings to the work of instructing such a school, and the marked degree of prosperity which

has attended it, is no longer a matter of wonder. No one who has visited this school, could fail to see the interest, the enthusiasm even, manifested by the scholars in their studies, the respect and affection accorded to their teacher, the good order prevalent, the healthful moral influences exerted,—and, as the result of all, a thorough and practical acquaintance with the principles, as well as the details, of the various branches taught and studied. The training in this school is eminently fitted to make accurate and self-possessed scholars, and has no small influence in turning out *solid and practical men and women*.



In connection with the foregoing statistics and particular observations upon each school, the Committee desire to add a few suggestions of a more general nature.

I. In regard to the District Schools.

Taking the schools as a whole, the Committee have no hesitation in saying, that at no preceding period have they been in a better condition. In the main, they have been characterized by good order, ability and fidelity on the part of the teachers, diligent attention to study, and decided progress. We are aware that this is a good deal to be said; but we think the *personal observations made*, will warrant these statements.

These results are due, in no small degree, to the excellent good sense of the several Prudential Committees. For the most part, these Committees have felt the importance of their position, in some respects, more responsible and trying than that of the Superintending Committee. It depends, in large part, upon the Prudential Committee whether a district has a good or a poor school. And it is to be hoped that, hereafter, they will be more and more anxious to know all about a teacher, and suffer no consideration to have any determining influence upon their minds but the single question, "What do the best interests of the district



demand at my hands as its servant, and, is the proposed teacher competent to that work ? ”

Your Committee are unanimous in the opinion, that the practice of employing female teachers for both summer and winter terms is well adapted to our schools. The advanced scholars of all the districts are admitted to the privileges of the High School, and thus the size of the district schools is somewhat diminished, and the care of them every way more properly entrusted to females than males. To be sure, the appropriation for the district schools has been larger the past year, than heretofore, but the employment of female teachers has also served to lengthen the terms. The average number of months' schooling has been *seven* to each district. This is a noble advance on preceding years, and it is most sincerely to be hoped that future years will witness as large appropriations, if not still farther advances.

Although, during the present season, the second term might have been deferred to the winter months without preventing even the smallest children from attending, still, the present course of having a few weeks' vacation, and then going on with the second term, and so closing before mid-winter, is to be preferred. In most seasons, all would be better accommodated in that way, than by a different course.

In every instance, but one, the same teacher has gone through both terms ; and in three cases, the teachers employed had previously served the town most faithfully in the same capacity. They were, too, her own beloved daughters. The influence of this permanence has been most happy ; and we would earnestly recommend the engagement of tried and experienced teachers, where it can possibly be done, with a specific reference to their continuance in the work. The reasons why permanence is so desirable were particularly and forcibly dwelt upon in last year's Report, and must be obvious to every individual.

Your Committee have been pleased to notice the

degree of interest which parents have manifested in the schools, by visiting them and otherwise. It is in the power of parents to do very much for the encouragement of the teacher and the prosperity of the school. The duties of a teacher are hard, and often disheartening. Parents should endeavor to make them as light as possible, by kindly inquiries, by visiting the school, and by showing in all their conversation with, or before their children, that they understand and sympathize with the trials which fall to the lot of every earnest and faithful teacher. And if the teacher *is* in the wrong, let parents be slow to believe it, exercise that charity which suffereth long and is kind, and which thinketh no evil; and above all, govern their children more strictly at home. This is certainly the true method for all concerned to pursue, and if duly followed, in nine cases out of ten the difficulty would be healed, and the teacher's labors prove successful.

The condition of the several school-houses is not altogether what it should be. It is well known that we do not as yet stand by the side of some of our sister towns, in the matter of school-houses. Without incurring great expense, the present buildings might be, and ought to be, improved. There is little or no means of ventilation, unless at the risk of taking cold, and the seats are anything but comfortable for their occupants. In some cases, for the want of more than a single chair, visitors are privileged with one of these seats. School-houses should always be constructed so as to give much larger floor room than we have in any of ours. They should also be kept *well painted* and in *good repair*.

## II. In regard to the High School.

This school is of recent origin, established and maintained by the town at some considerable expense. The condition of the school, its progress during the year, and the character of the teacher, have already been referred to. But the Committee cannot close their



Report without expressing their feelings more at length in regard to the importance of the High School, and the great desirableness that it should be made a permanent institution in the town. The following points, which we think must commend themselves to every candid person, embody our views on this whole subject:

1. *The High School is needed here.* We have scholars enough to attend such a school, as is evident from the number that have attended the High School thus far. And there will be, from year to year, class after class coming up from our district schools, and knocking for admittance to the High School. What shall we do with these scholars, your own sons and daughters? Tell them they must go back into the district school? Go to Phillips Academy, or the Pynchard School in Andover, or the High School in Woburn, and tell the scholars there that they can get all the education they need in the district school! Carry this principle out, and you sweep away every academy and high school in the land. *What shall we do with these scholars, your own sons and daughters?* Send them out of town to school? But there will be no schools, high schools and academies, out of town, if the above principle be carried out, viz: That the district school is enough. A *principle* that is not *sound* in Wilmington, is not sound in Andover or Woburn. And moreover, the difference in the expense of educating forty scholars at a high school in our own town, and sending them abroad, is some *thousands* of dollars. And this money, instead of being kept in town, would go to other towns.

2. *The High School tends to increase the population, wealth and respectability of the town.* Every one will allow that the system of *district schools* tends to increase the population, wealth and respectability of a town. If District Schools do this, why may not High Schools? Are High Schools worse than District Schools? of a *lower* grade and less beneficial tendency? Do district schools tend to increase light and

knowledge, and therefore prosperity and respectability, but High Schools to increase ignorance and darkness, and so poverty and disgrace? Let it once become a well-known fact that there is a good High School, permanently established in Wilmington, and families will not be quite so likely to pass us by, and locate in Andover and other neighboring towns. Account for it as you will, the second question, always asked by families invited to take up their residence among us, is, "What are the advantages for education in Wilmington?"

3. *The High School brings some of the choicest blessings upon the sons and daughters of the town, and through them upon the town itself.* What can you do better for your sons and daughters than to give them the opportunity of securing a good, thorough, liberal training, term after term, in a school of this character? Estimate, if you can, the value of such an education. It is absolutely beyond computation. The worth of such a training can no more be stated in dollars and cents than you can state the worth of Liberty, or Virtue, or Religion in dollars and cents. Your children will thank you a thousand times more, ten years hence, for giving them such advantages, than for all the increase of the estate you shall leave them, at the expense of such a school. The truth is, without this High School, not *ten* out of its *forty* scholars would have gone a single day to an Academy or High School. And does it need *any* argument to show that what you do for the sons and daughters of the town, you do for the town itself? You ought not to expect to realize all this reflex influence in one year, or two, or five. Wait till your children are grown up, and then ask them, ask yourselves then, ask your fellow-citizens then, the value in a town, of a *good, thorough-going, generously supported High School*? Ask the question, then, whether it was the part of wisdom or folly to fight against, as an enemy, an institution eminently adapted to build you up and bless you more and more.

4. *The principle upon which the High School is established is sound and just.* What is that principle? Taxation according to property valuation. What is there unjust in that? Does not every tax-payer receive an equivalent for his money? Yes. In the protection which the town secures to him and his property. In the additional value which such a school gives in the long run, if not immediately, to his property. In the higher character, and increased respectability imparted to the town, in which he shares. Education does much, very much, toward securing the protection which we already enjoy. It is one of the essential safeguards of that very security. It is one of the strongest bulwarks of law and order — good law and good order. No man, then, has a right to steal this protection which he enjoys in his person and property, and which he wants continued to him. It is perfectly right, that he should be *taxed to uphold those things, which uphold him and his.*

Again, if objection be made against taxation to support a town *High* school, on the ground that it is unjust, the same objection lies, with equal force, against taxation to support town *District* schools. A man who has no children to send to the district school can make precisely the same objection, and you can say nothing against it. He may tell you, that if you ask the amount of his tax as a *donation*, very well; but he cannot consent to be taxed to school other people's children. And so in regard to a great many other things — the payment of State and County taxes — of town expenses, the building of bridges, poor houses, school-houses, &c., &c., and if we call it unfair and unjust in the one case, let us be consistent, and deny the right of taxation for the support of other objects, that stand on precisely the same footing. The fact is, if the town had only been as much *accustomed* to being taxed to support the High School as to support District Schools, and build school-houses and the like, there would be no more complaint in the one case than in the other.

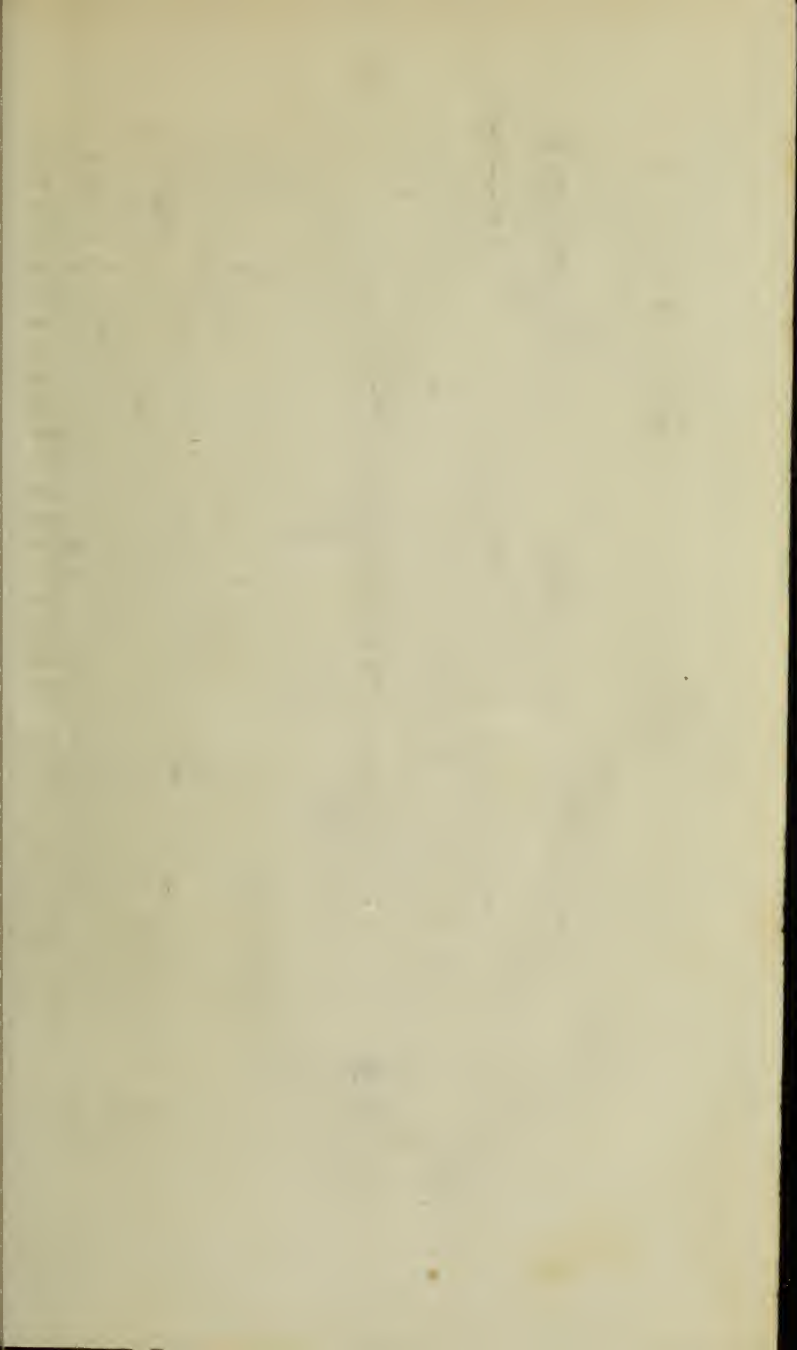
5. *Will not the citizens of Wilmington look at this question from a higher point of view than one of mere dollars and cents, and, laying aside all prejudice and passion and party feeling as unworthy of men, unite liberally and heartily in the support of so good and praiseworthy an enterprize?* It is much to our discredit, it is doing the cause of education a great and lasting wrong, to suffer prejudice or passion to blind our minds, or influence our action upon such a question as this. We do dishonor to ourselves as individuals and as a town, to show or allow that the only motives by which we can be approached or governed, are motives of *excessive pecuniary saving*. Economize, most certainly, we must, especially in such times as the present. But there is such a thing as bad economy, an economy which is no *economy* at all; an economy which is, to use a homely proverb, "*penny wise and pound foolish*." It is no economy to withhold education from your children, or furnish them with poor teachers, at *half price*. Such economy will never better the circumstances of a family or a community. It tends to poverty and ignorance and degradation.

Why, let the question be urged, is it not the *best* thing, *every way*, in consulting for the interests of education, whether in our individual capacity, or as a town, to be governed by enlarged and noble views? Why is it not a thing to be *expected* of men, that they will look at something besides the *money* side of every subject? Why is it not *right* for those who have property to be taxed, as well as every other person to remember, that we shall soon *die*, and have done with our possessions—"Then, whose shall those things be, which thou hast provided?"

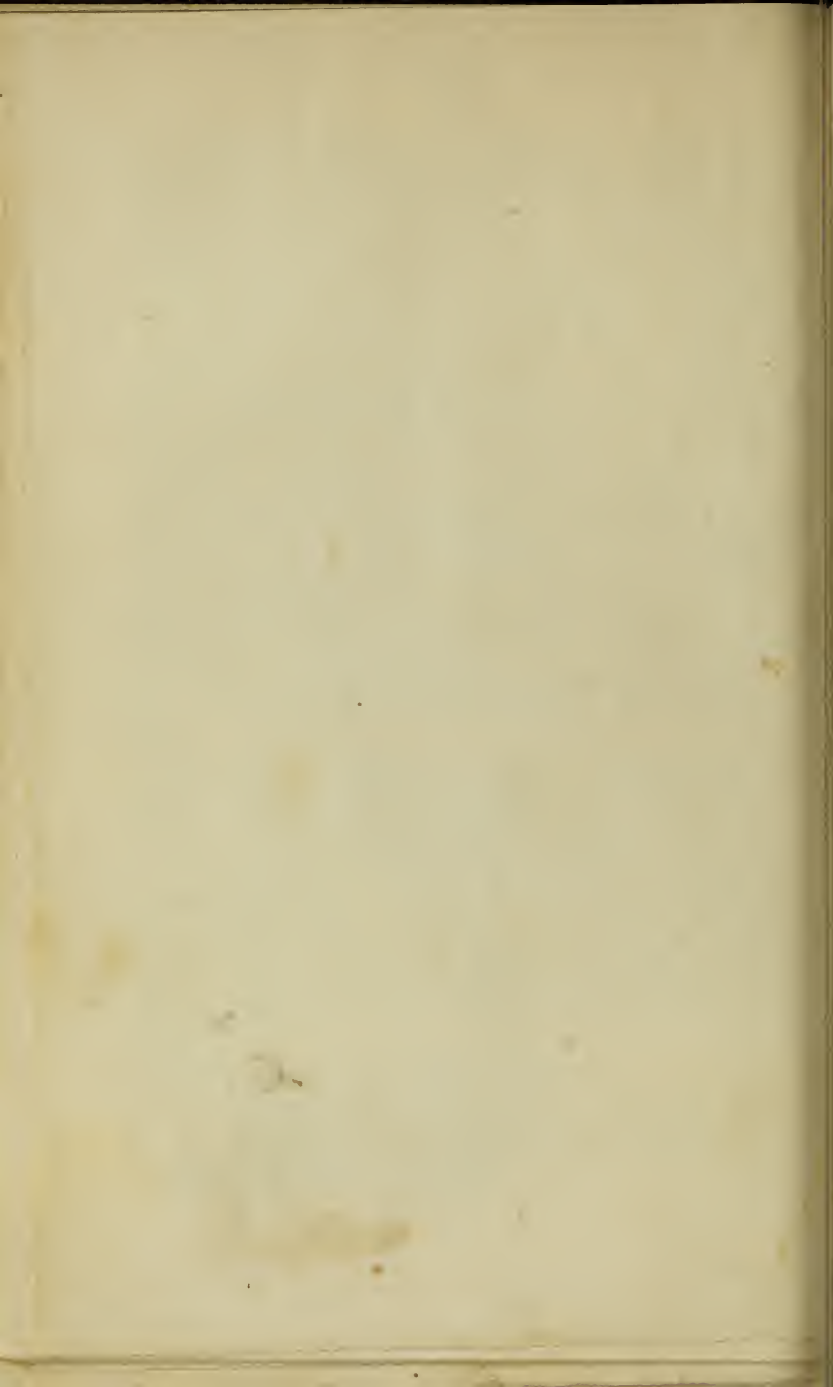
All of which is respectfully submitted.

|                   |   |                        |
|-------------------|---|------------------------|
| SAMUEL H. TOLMAN, | } | School Com-<br>mittee. |
| WALTER BLANCHARD, |   |                        |
| LEMUEL C. EAMES,  |   |                        |

Wilmington, March 1, 1858.









REPORT

OF THE

SCHOOL COMMITTEE

OF THE

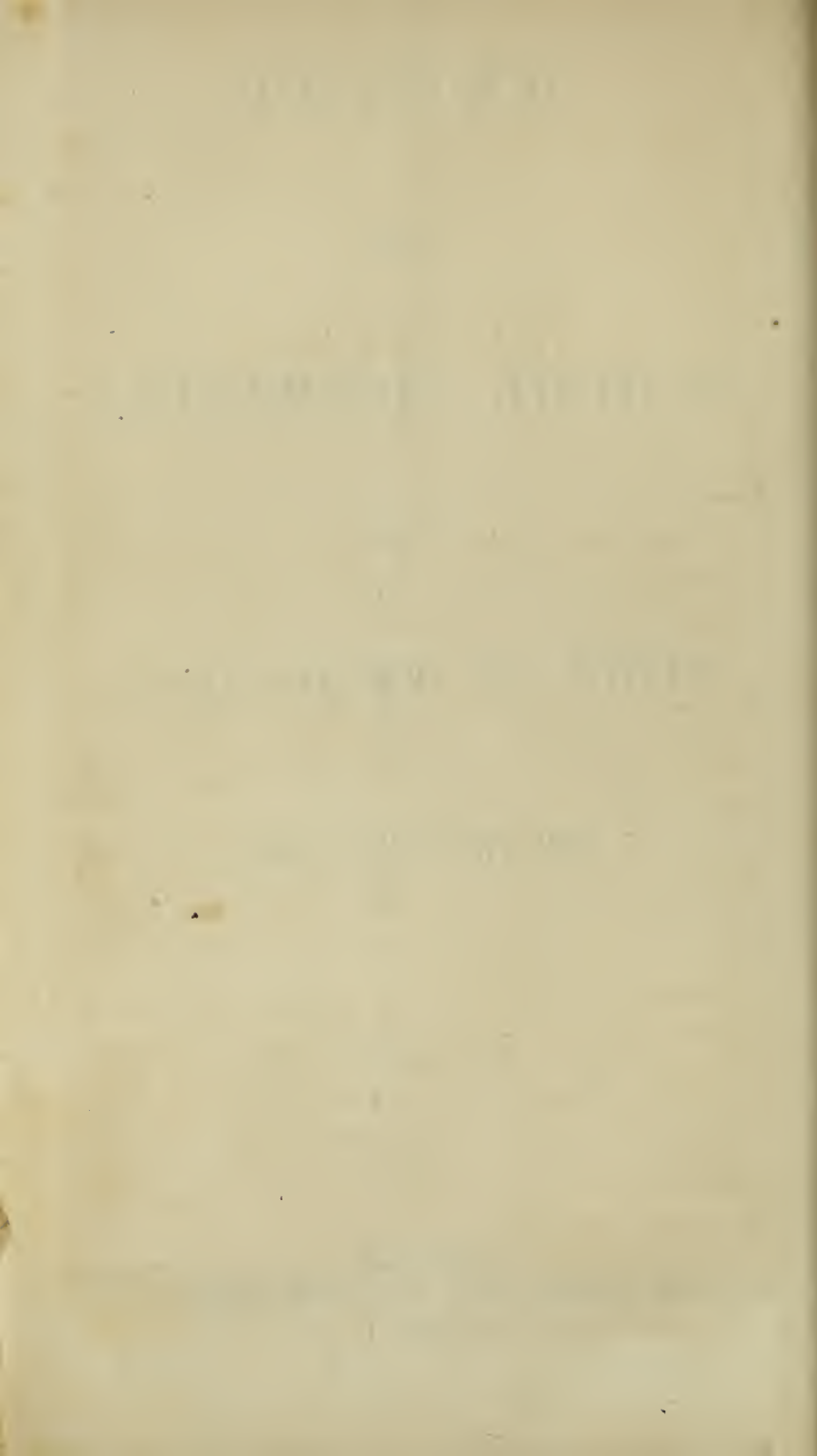
TOWN OF WILMINGTON,

FOR THE YEAR 1858-9.



WOBURN:

PRINTED BY JOHN J. PIPPY, "JOURNAL" PRINTING ROOMS.  
1859.



# R E P O R T.

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The Superintending School Committee having attended to their duty, present the following Report upon the state of the Schools in this town during the past year:—

Dr. Toothaker having declined to accept his appointment as a member of the Superintending School Committee, his place was supplied at a legally called meeting of the Selectmen and remaining members of the School Board, by the choice of Mr. Lemuel C. Eames.

No money was appropriated at the last annual meeting in March for the support of the High School; accordingly the High School has been sustained by private subscriptions, and for this reason the statistics of the High School are not included in the present Report.

The amount of money voted by the town for the District Schools, was seven hundred and fifty dollars, (\$750.00.) This was equally divided between the five districts, giving the sum of one hundred and fifty dollars (\$150.00) to each district. The amount received from the State, was forty-five dollars and fifteen cents (\$45.15); making the whole amount expended for the district schools seven hundred and ninety-five dollars and fifteen cents (\$795.15).

Whole number of months' teaching in all the District Schools, thirty-seven and one quarter.

Average wages per month paid teachers, twenty dollars.

Whole amount paid teachers, seven hundred and forty-five dollars, (\$745.00).

Average attendance in all the Schools the first, or summer term, one hundred and twenty-four; whole attendance one hundred and fifty eight.

Average attendance in all the Schools the second, or winter term, one hundred and eighteen; whole attendance, one hundred and forty-eight.

## NORTH DISTRICT.

Miss CHARLOTTE E. BLANCHARD, *Teacher, both Terms.*

|                                       |   |   |   |   |     |
|---------------------------------------|---|---|---|---|-----|
| First term, whole number of scholars, | - | - | - | - | 46. |
| “ average “ “                         | - | - | - | - | 38. |
| Second term, whole “ “                | - | - | - | - | 44. |
| “ average “ “                         | - | - | - | - | 35. |

Length of both terms,  $6\frac{1}{2}$  months.

This school was taught both terms by the same excellent teacher. It has been the good fortune of the town to enjoy the benefits of Miss Blanchard's teaching in different districts for a number of years, and all would rejoice could she be retained for years to come in the same capacity. The school under Miss B.'s care the past year was eminently successful. It appeared well not only on examination days, but at other times, and the cheerful, happy faces of the scholars always spoke volumes for themselves and their teacher. Dr. Brown has given special attention to this school; the whole number of visits made by himself and the Chairman, was eight.

## EAST DISTRICT.

Miss EMMA M. BUCK, *Teacher, both Terms.*

|                                       |   |   |   |   |   |     |
|---------------------------------------|---|---|---|---|---|-----|
| First term, whole number of scholars, | - | - | - | - | - | 18. |
| “ average “ “                         | - | - | - | - | - | 17. |
| Second term, whole “ “                | - | - | - | - | - | 19. |
| “ average “ “                         | - | - | - | - | - | 15. |

Length of both terms,  $7\frac{1}{4}$  months.

The number of visits made to this school was seven. Miss Buck's previous high reputation was fully sustained in all her labors for this school. The fidelity, and strict, yet perfectly wholesome discipline, which characterize Miss Buck's teaching, are worthy of all praise. No teacher can accomplish what was accomplished in this school, where these qualifications are wanting. Your Committee are happy to say that the school under Miss B.'s management has been a hard working, labor-loving school. Consequently a progress was made that is *good for something*. Miss Buck's efforts in disciplining the memory of her scholars were unwearied and exceedingly happy in their results. The high *moral* tone which pervades all her instruction, is particularly to be commended.

## CENTRE DISTRICT.

Miss H. JOSEPHINE SLEEPER, *Teacher, both Terms.*

|                                       |   |   |   |   |   |     |
|---------------------------------------|---|---|---|---|---|-----|
| First term, whole number of scholars, | - | - | - | - | - | 34. |
| “ average “ “                         | - | - | - | - | - | 23. |
| Second term, whole “ “                | - | - | - | - | - | 34. |
| “ average “ “                         | - | - | - | - | - | 23. |

Length of both terms,  $7\frac{1}{4}$  months.

This school was more frequently visited than any other in town, partly because it was more convenient to do so, and because the teacher was the only one in town who was teaching her first school. Your Committee felt anxious that the teacher, whose experience in the great work of instructing

was limited, might lay a good foundation not only for the sake of her present charge, but for her own future benefit should she hereafter engage in teaching. Miss Sleeper possesses many qualifications for a successful teacher. With more experience, greater energy and a higher estimate of the *absolute necessity* of good order, as well as the importance of a *commanding dignity* on the part of the teacher, she would meet with deserved success. A somewhat different school would have been, perhaps, more suitable for Miss Sleeper's first attempts in school teaching. The examinations of the school were better than the Committee anticipated.

---

### WEST DISTRICT.

MISS ELIZA A. BRIDGES, *Teacher, both Terms.*

|                                       |   |   |   |   |   |     |
|---------------------------------------|---|---|---|---|---|-----|
| First term, whole number of scholars, | - | - | - | - | - | 23. |
| “ average “ “                         | - | - | - | - | - | 18. |
| Second term, whole “ “                | - | - | - | - | - | 19. |
| “ average “ “                         | - | - | - | - | - | 14. |

Length of both terms,  $7\frac{1}{2}$  months.

Your Committee having made five visits to this school are pleased to say that the expectations which were raised by Miss Bridges' previous success in this district were fully realized in the improvement and general progress of the school the present year. Seldom have we witnessed better order or more careful instruction. The reading was marked by distinctness and precision; the writing books were neatly kept, and showed much pains-taking; the spelling was good, and the appearance of the school generally, of a high order. We hope this school will maintain hereafter the noble stand to which it is now fast rising.



## SOUTH DISTRICT.

Miss CAROLINE L. BRIGHAM, *Teacher, both Terms.*

|                                       |   |   |   |   |   |     |
|---------------------------------------|---|---|---|---|---|-----|
| First term, whole number of scholars, | - | - | - | - | - | 36. |
| “ average “ “                         | - | - | - | - | - | 32. |
| Second term, whole “ “                | - | - | - | - | - | 28. |
| “ average “ “                         | - | - | - | - | - | 26. |

Length of both terms, 8½ months.

Four visits were made to this school during both terms. After the full proof which Miss Brigham has given heretofore of her superior qualifications as a teacher, it was to be expected that her labors this year would be successful. We have no hesitation in saying that the year has been a most profitable one to the scholars in this district. A kind, quiet, but efficient manner of government, fidelity and patience in all the smaller as well as the more obvious and prominent duties of the schoolroom, these and other excellent traits of character on the part of Miss B. secured a more than ordinary degree of thoroughness and enthusiasm in the studies pursued. The sickness of a large number of the pupils, and a severe storm, detracted somewhat from the interest of the closing examination. But teachers are reminded that the judgment of the Committee respecting the condition of any school is made up not solely from the public examinations, but more especially from visits made on the common working days of the school.

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In closing their Report, the Committee would congratulate the town upon the progress which seems to be making in the right direction in regard to the interests of common school education in this community. To be sure not all has been done that should be done; but still, more attention than heretofore is given to the character of teachers employed, and a very strong determination is more or less prevalent in every district, to procure the very best teachers,

even though higher wages must be paid. Indeed it is coming, more generally, to be believed that no teachers are so expensive as *poor ones*. At this day, when so much is being done for the cause of education, it would be hardly possible for any community to withstand the good influences that are seeking throughout the Commonwealth to elevate our schools in the matter of teachers, school-houses, school regulations, amount of money appropriated, &c. We in Wilmington, it is to be hoped, have no desire to be behind the times in any of these improvements.

Nothing has taken place in any of the districts to interfere with the usual course of school matters, if we may except some unpleasant things in one of the districts, occurring at the commencement of the year, but which it will not be necessary to refer to particularly in this Report. Your Committee have sought to act with justice and impartiality, so far as they had anything to do in the matter. We will only add that such a state of things in any neighborhood or district is sincerely to be regretted. And we cannot but hope and believe that the experience of the past will suffice these, our friends and neighbors. We cannot but believe that they will incline to return to the good old ways of harmony and union, and that during the coming year they will seek those things, which make for peace.

Your Committee have been pleased to notice the healthy moral influences which have been exerted in the several schools, in some of the schools especially. Teachers have felt to a good degree the responsibility which rests upon them in this matter, and have tried, by precept and example, to inculcate upon the minds of those entrusted to their care the great importance of gratitude to Him from whom cometh down every good and perfect gift, reverence for his holy name, and a becoming observance of the Sabbath, as well as other vital religious demands. We hold it to be in the power of those to whom we give up our children for education, to exert an influence over them in respect to their manners, behavior, and their religious training, which

will be for their everlasting good or evil. And in this land of the Pilgrims, and this day of acknowledged christian privilege, we also hold it to be an essential part of the teacher's duty to see to it that the principles of our holy religion are regarded, and that virtue and true piety are not lost sight of in the pursuit of earthly knowledge. Sad will be the day when the Bible is excluded from our common schools, and teachers, who are set to train our children during the most impressive period of their lives, pay no respect in their own conduct or teaching to sound religious principles and doctrines.

One word in regard to a school of a higher grade than we can have in any of our district schools. We would most earnestly recommend that an appropriation be made this year for the support of such a school. As the High School is designed to be in every sense of the word a *town school, open to all, without distinction, who are qualified to enter it*, and conferring many essential benefits on the *whole town*, there can be no good reason why the *town* should not sustain it, rather than private individuals. Without wishing to go over in full the reasons given in last year's report for a High School in this town, we desire only to say, that those reasons seem to us as just, forcible and unanswerable to-day as ever. The influences and results of the High School have been good, *invaluable*. They have already more than repaid us for all that has been done and expended for its support. We now have a good schoolroom, and in many other respects we are better prepared than ever before to reap advantage from the money heretofore laid out. It is believed that an appropriation of \$400.00 will be sufficient to procure a good teacher for the school the ensuing year, besides paying for wood, necessary repairs, &c. We hope that our fellow townsmen will see what is for their highest interest in regard to this matter as well as in respect to all our schools, and the great subject of education in all its bearings upon the present and the future.

Your Committee in closing their Report would make a single suggestion in relation to remarks frequently introduc-

ed in the reports of school committees upon the importance of securing experienced teachers, and discountenancing the employment of "new beginners." We are sensible that it is a matter of much importance that the services of experienced teachers should be secured as far as practicable. But as such teachers are annually falling off, either by death or resignation, the ranks must be kept full that every school may have a supply. Under such circumstances, persons who have not taught, must of necessity be employed. Such discouraging reports by superintending committees, must have a bad rather than a favorable influence upon those who wish to qualify themselves for teaching. These reports, we believe, prove an obstacle to many sensitive minds, which induces them to choose a different calling. Inexperienced, especially young teachers whose age cannot command the respect of a school, had better commence teaching in small districts or private schools until they are possessed of the firmness and dignity necessary in a teacher to sustain good order in a large and more difficult school. Beginners must and ought to be encouraged. They frequently succeed in the first attempt, and keep better schools than old teachers with waning ambition and a gradually increasing indifference, which sometimes springs from a long continued course of school-keeping.

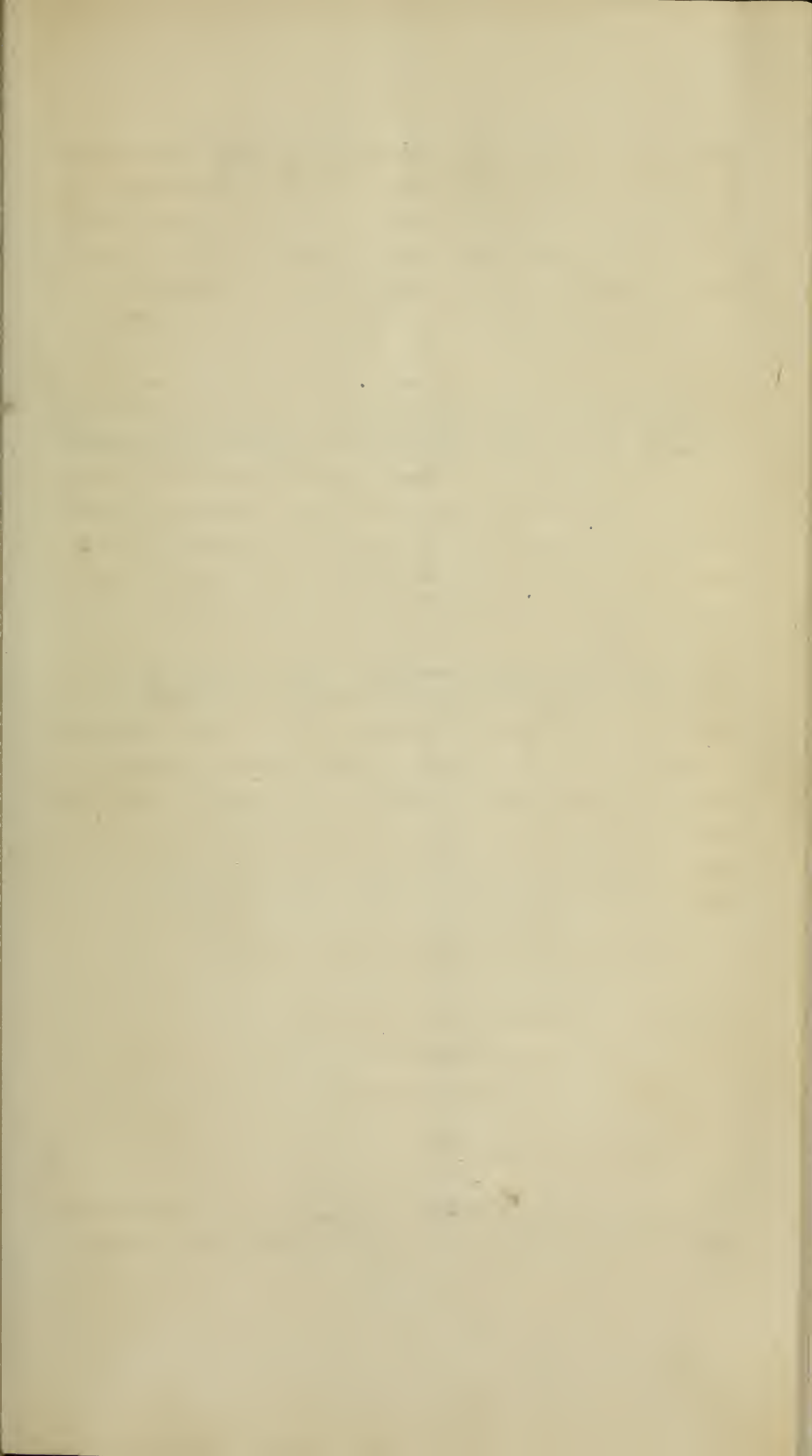
All of which is respectfully submitted.

|                   |   |                      |
|-------------------|---|----------------------|
| SAMUEL H. TOLMAN, | } | School<br>Committee. |
| SILAS BROWN,      |   |                      |
| LEMUEL C. EAMES,  |   |                      |

WILMINGTON, March, 1859.

NOTE.—Dr. Brown objects to a single point in the Report, viz:—In regard to supporting the High School by taxation.









R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF WILMINGTON,

FOR THE YEAR 1859-60.

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BOSTON:

S. CHISM,—FRANKLIN PRINTING HOUSE,

HAWLEY STREET, CORNER OF FRANKLIN.

1860.

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1891

# REPORT.

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THE following is a statement of the condition of the Public Schools in Wilmington, submitted March 5th, 1860:

The amount of money appropriated by the Town for the District Schools the past year was seven hundred and fifty dollars, (\$750.00), giving to each district one hundred and fifty dollars, (\$150.00). The amount received from the State Fund was thirty-three dollars and sixty cents, (\$33.60); making the whole amount of school money seven hundred and eighty-three dollars and sixty cents, (\$783.60); and the whole amount due each district, one hundred and fifty-six dollars and seventy-two cents, (\$156.72).

The teachers have received in each case, for both Summer and Winter Terms, \$5.00 per week, or \$20.00 per month.

Number of months' teaching in the North District,  $6\frac{3}{4}$ ; in the East,  $7\frac{1}{4}$ ; in the Centre,  $7\frac{3}{8}$ ; in the West,  $7\frac{1}{10}$ ; in the South,  $5\frac{9}{10}$ . Total number of months,  $34\frac{3}{8}$ .

|  |   |   |   |        |     |
|--|---|---|---|--------|-----|
| Whole number of scholars, both terms, North District, 41 |   |   |   |        |     |
| Average  | " | " | " | "      | 31  |
| Whole  | " | " | " | East   | 18  |
| Average  | " | " | " | "      | 15  |
| Whole  | " | " | " | Centre | 33  |
| Average  | " | " | " | "      | 23  |
| Whole  | " | " | " | West   | 23  |
| Average  | " | " | " | "      | 16  |
| Whole  | " | " | " | South  | 35  |
| Average  | " | " | " | "      | 27  |
| Whole number of scholars in all the schools, . . . . .   |   |   |   |        | 150 |
| Average attendance, . . . . .                            |   |   |   |        | 112 |

The Committee offer the following comments upon the state of each school :

#### NORTH DISTRICT.

Miss Elizabeth Damon was the teacher of the school in this district both terms. Considerable interruption was caused in the summer by the whooping cough. The Committee found it necessary to suspend the school for a few weeks on that account. The effects of this breaking up of the school were manifest through the entire year. Miss Damon did all in her power to advance the best interests of the school, and was in a good degree successful, notwithstanding the unfavorable circumstances of the summer. Few teachers are so familiar with the studies to be taught, or are gifted with so clear and easy a manner in explaining difficulties to a pupil, and following him up till he understands them. Miss D. devoted herself, with unwearied pains, to the school, and very happily illustrated, in her own ways, the kindness and love which should always exist in the

hearts of both teacher and scholars, and govern them in all their intercourse.

But this desire to see all around her satisfied and happy did not seem to be sufficiently accompanied by that other essential quality in the teacher,—*commanding authority*. Teachers must remember this, above everything else, that a strict and vigilant government is not a whit less important in the school than in the State. Kind suggestions and sympathizing advice, together with a faultless example, are of great value, but are not of themselves sufficient in the teacher of a school, any more than in the executive of the Commonwealth. A mild, but earnest and uncompromising authority, an authority which insists upon little things in their place, must be maintained. Let this be the first thing, and the great thing aimed at. Then, no matter how much love there is, or scholarship, or any other excellence; the more, the better.

All the money due this district, including six dollars, which remained over from last year, was expended in the district this year, except about two dollars.

The parents in the North District have always manifested their interest in the school, by visiting it from time to time. It is to be hoped that they will continue to labor in this way for the good of their own children and the school. A teacher needs the aid and encouragement of parents in this respect, as well as the scholars.



## EAST DISTRICT.

The school in the East District was under the charge of Miss Caroline L. Brigham through the year. Miss Brigham's qualifications for teaching, and her success heretofore, led all who knew her to expect that the school which she undertook this year would be well governed and well instructed, and consequently be a *good school*. These expectations were fully realized. Miss B. is one of our best teachers, and the rank she holds is the fitting reward of a patient and faithful devotedness to the duties of her calling.

Though the number of scholars in the East School was small, there was a good degree of enthusiasm manifested, and very decided progress made. The compositions presented at the examinations were excellent, and the declamations appropriately selected.

Many teachers are in the habit of allowing their pupils to take poetical extracts for declamations. This is a bad practice. Poetry is much more difficult to declaim or read than prose. It is easy enough to *sing* poetry, when attempting to read it, but not so easy to *read* it as it should be read. Teachers should be very careful on this point; and when the reading exercise is poetry, let the utmost pains be taken, and the scholars be patiently and thoroughly drilled. Very young readers had better not attempt to read poetry much.

The matter of definitions was attended to quite carefully in this school, as well as in some of the others. We are glad to notice the increasing interest which is now much more generally taken in this



great branch of school training than formerly. It is impossible to over-estimate the importance of making scholars understand the *meaning of words*. Parents should see to it, that each scholar is supplied with a dictionary *of his own*, and teachers should see that they are put into use as much as any other book.

### CENTRE DISTRICT.

The Centre District enjoyed the benefit of Miss Emma M. Buck's labors, as teacher, both terms. We regard the district as particularly fortunate in the school privileges of this year. Nothing on the part of the teacher, that could be done for the improvement of the pupils, was left undone. Never have the Committee witnessed better order. Consequently, there was a very remarkable interest among the scholars, in their several studies, and the result of all was rapid and thorough progress. The Committee were surprised to notice the improvement made by some scholars heretofore thought to be "hard to learn." They came out, at the close, with something of their own, and something which they will not be likely to forget.

Every visitor of the school must have been impressed with the idea that each scholar felt, that he had something to do, and was determined to do it. Every thing, too, was attended to in its season and in its place.

Greater regularity and punctuality on the part of the scholars were secured this year than previously. Parents in this district have been too much in the habit of permitting their children to go and come, at

their pleasure, and in the case of a little unfavorable weather, have been too ready to humor the child's desire to stay at home. Parents must see to this matter themselves. They must co-operate with the teacher, and put themselves to some inconvenience, sometimes, to see that their children are at school, except in unavoidable instances, *every day, and in season*. Nor should they be too easily persuaded to give a child leave to be excused from school before school hours are ended. It is a damage, usually, to the particular scholar excused (we refer to all except the very youngest), and it is a damage and a drawback to the school as a whole.

We add the single remark, that those who will look forward a few years, and see the result of strict and even rigid discipline upon scholars in after life, will seldom complain that the government of a school is not lenient enough. Laxity and carelessness on the part of a teacher have *ruined ten*, where a faithful and scrupulous authority has *harmed one*.

### WEST DISTRICT.

The school in the West District was taught this year by the same teacher, Miss Eliza A. Bridges, who had presided over it so successfully the two preceding years. Nothing but peace and prosperity reigned in the school, the entire year. Indeed, the scholars, as might have been remarked of other districts, appeared more like a band of brothers and sisters than anything else. A kind, but firm, and efficient government, which every scholar understood to be a thing of life and reality, was maintained, thereby

keeping everything in its proper place. Miss Bridges, it may not be amiss to remark, has improved in *her* department during the three years of her teaching, as much as any of her scholars in *theirs*.

The reading, particularly of the younger scholars, so far as the Committee could judge at the closing examinations, was excellent. All the exercises almost without exception, were good.

Perhaps, in regard to some of the studies, there might have been, with profit, a less number of classes in the same branch. Scholars and parents should bear in mind, how much more a teacher can do for them by reducing the number of classes, in school, even if by so doing some scholars are obliged to spend a portion of the term in reviewing what has already been gone over. Ordinarily, neither scholars nor parents are so good judges, as the teacher, in regard to the particular class or book best adapted for this or that pupil. Sometimes, too, a teacher is obliged to choose between the interests of the school, as a whole, and the interests of a particular scholar. A parent can generally meet the special wants of each child, but it is not always so with the teacher, who has to manage, not a single family only, but from ten to twenty families, *parents and all*.

#### SOUTH DISTRICT.

Miss Lydia Nichols taught the school in this district fifteen weeks in the summer, and about two-thirds of the winter term. No difficulty was met by the teacher in the course of the first term. There was an improvement in the order of the school after

the first visit of the Committee, and the closing examination was quite hopeful. But the winter term had hardly commenced, when complaints began to be made against the teacher and the school. The Committee visited the school repeatedly, and visited disaffected parents, with the hope that, by right feelings, — mutual forbearance, and an earnest endeavor on the part of all concerned, teacher, scholars, and parents, to do, each his own duty, — the term might go on pleasantly and successfully. But after sufficient trial, and matters growing no better, the Committee advised the teacher to close the school at the end of a little more than eight weeks.

The Committee are of the opinion that these unfavorable results were due, partly, to want of experience and judicious management in the teacher, but also to a failure, on the part of the older scholars, to take such a stand as they might and ought to have taken, and a too great readiness among parents to hear the complaints of their children, and talk with them and before them, against the teacher.

Nothing is so sure to make trouble in school, and keep it alive, as for parents to take the part of their children when punished at school. It requires, no doubt, great control by parents over their own feelings, to be silent, but it is unquestionably *far better* for the children themselves and for the school, that parents should refrain from expressing all they feel, even when a child has been, to some extent, unreasonably treated at school. Better, *a great deal*, the old rule, to correct a child at home, and have him understand that he is to expect it, if he gets corrected at school.



Much of the success of a teacher depends upon the conduct of the older boys in a school. The Committee regret to say that, in this instance, there was little exhibition of that manly and noble feeling, which ought to lead such scholars to rally around, and heartily support a teacher, especially when that teacher is a female teacher.

The teacher also has *her* duties and responsibilities. It is a trying position, and calls for the exercise of a high idea of order, a wise laying down of rules, and a firm but prudent and consistent execution of them. The Committee would by no means have it understood that the teacher in the South District did all, in their opinion, that should have been done in these most essential points. With more experience, it is to be hoped that she will meet with better success.

There is but little remaining to add to this Report.

Owing to a slight misunderstanding in regard to the amount of money appropriated for the schools, two of the teachers a little exceeded the time for which the appropriation would pay them. It is recommended, that in those districts the balance due be drawn from their respective shares of the school money to be voted for the coming year.

During the past year, the town has enjoyed the benefit of two public lectures upon Education ; — one by the Secretary of the Board of Education, Ex-Governor Boutwell, — the other by Rev. B. G. Northrop, an agent of the same Board. Both lectures gave entire satisfaction ; and, it is believed, were well adapted to interest and profit the community. Valuable suggestions were made to teachers, which none

but teachers, especially those who have had some experience, know fully how to appreciate.

The Massachusetts Board of Education, we believe, are doing a necessary and a very profitable work by these popular lectures, delivered in all parts of the State. Especially are they needed in such communities as this.

With the best wishes for the prosperity of the schools in Wilmington, and with the hope that they may ever be the means of promoting a sound education, and advancing, in no unimportant degree, the interests of morality and piety, the Chairman of your Committee herewith resigns his present position, and takes his leave of the superintendence of the schools.

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|------------------|---|------------------------------|
| S. H. TOLMAN,    | } | <i>School<br/>Committee.</i> |
| SILAS BROWN,     |   |                              |
| LEMUEL C. EAMES, |   |                              |

*Wilmington, March 5, 1860.*





